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Many Happy Returns

A Reading A-Z Level X Leveled Reader

Word Count: 1,795




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BENCHMARK • X

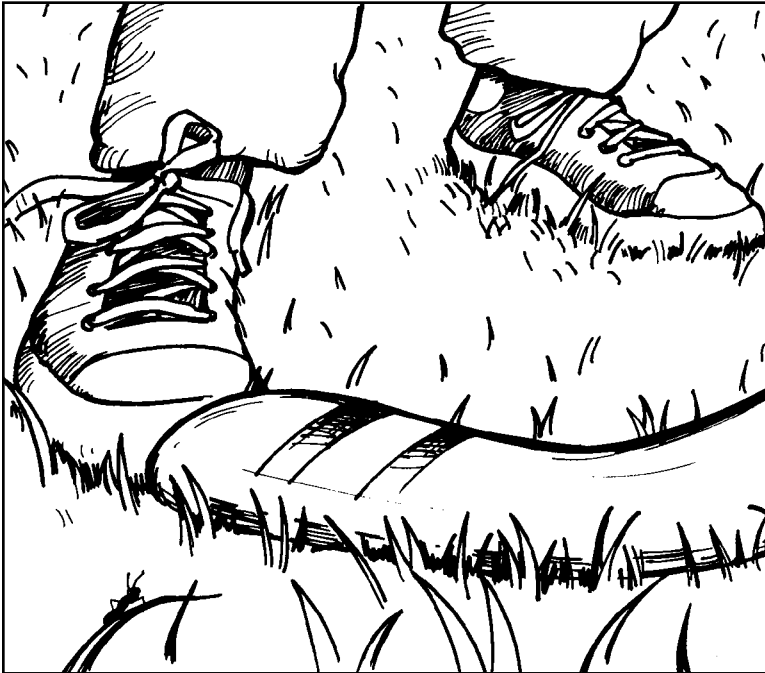
Many Happy Returns



Written by Marilyn Gould
Illustrated by Laura Nikiel

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Level X Benchmark Book
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Correlation

LEVEL X	
Fountas & Pinnell	T
Reading Recovery	27
DRA	44

"Things have a way of coming back to you, Jess, just like this **boomerang**," M'Gwump said, his arm cocked back to throw the curved piece of wood into the air.

"That's a bunch of hogwash," Jess said with a hangdog expression on his face. "Elsie will never come back to me, just like that boomer never comes back to me, M'Gwump."

Jess had spent the whole week freshening bowls of water and laying out seeds in the front and back yards, hoping to encourage his pet dove home. So far, the only birds that swooped in to nibble were little wrens and a large crow that frightened the wrens away.



Jess walked up one street of his neighborhood and down another, squinting into the treetops, searching for Elsie's silhouette among the leaves. He shook the shrubs in front of every house, whistling and calling, "C'mon, Elsie! C'mon baby! C'mon home!"

As each day came to a close, he scanned the sky from the front porch in a last **desperate** hope of seeing Elsie's beautiful white wings gliding home before dark.



At night, as he lay restless in bed, Jess thought about how he had trained Elsie to eat from his cupped hand and to snatch a seed from between his lips. When he watched television or finished homework, Elsie would sit on his shoulder and nip at his cheek, ever so gently—never hard enough to do any damage. Jess thought she—much smarter than most dogs and cats—was the best pet anyone could have.



Elsie even seemed to know how Jess was feeling. When he was in a grouchy mood, she'd cuddle quietly in his lap, close her eyes, and pretend to nap. When he felt happy, she'd fly and hop around his room acting like a clown, until Jess doubled over in laughter.

Oh, how he missed her! All night he listened for her *B'coo! B'coo!* but all he heard was an occasional emergency siren and, at dawn, the newspaper woman's car slowing down so she could lob the day's headlines onto the driveway.

When Jess wandered around all Saturday morning and didn't see even one trace of his **avian** companion, M'Gwump said, "Come on, Jess. Let's go to the park and sling my boomerang for a little **recreation**."

As if slinging a boomerang is recreation for me. Sure it's fun for M'Gwump. He's a champion boomerang slinger.

When Jess's M'Gwump was growing up in Australia, he won all sorts of medals and, even though M'Gwump liked to grumble—sometimes—about not having the same "touch," it was amazing what he could do. M'Gwump's throws made it appear as if the boomer was gone forever, but then that sleek, curved piece of wood would turn around, come back, and land right at his feet.

No matter how many times M'Gwump has shown me, it's as if the boomer's a stubborn mule where I'm concerned—never going where I want it to. That probably drives M'Gwump crazy because nothing would please him more than to make a champion boomerang slinger out of me.

So, Jess agreed to go with M'Gwump and **distract** himself from trying to find a needle in a haystack.

"I bet Elsie's on her way back to Balboa Island," Jess told M'Gwump when they arrived at the park. "She doesn't like living in this monster city any better than I do."

M'Gwump looked at Jess and came out of his pitching pose. "Home is where the heart is, Jess. Elsie just may decide she misses you more than she misses the island."

"She probably doesn't even know how to find food for herself," Jess said, his voice cracking like eggshells. "I've taken care of her since she was a baby, and she thinks everyone will treat her like their most-trusted friend. Why, she could even attempt to make friends with a mean old tomcat."

Jess looked down at the ground and kicked a dandelion as he regained control of his emotions. "Just like me—attempting to make friends with the mean kids in my new school."

M'Gwump scratched the back of his neck with the boomerang. "Kids around here haven't exactly been friendly, I guess."

"That's the **understatement** of the century," Jess muttered.

"I remember being teased for my Aussie accent when I moved here as a kid," M'Gwump recalled.

"Yep, it took some time for me to adjust to things and for things to adjust to me."

"That was a thousand years ago. This is the twenty-first century, GramPAW. Things aren't the same as when dinosaurs roamed the Earth."

The only times Jess called M'Gwump "Grampaw" was when he started talking about the "good old days." Otherwise, it was M'Gwump, the toddler version of "My Grandpa" that had stuck through Jess's childhood. It wasn't that Jess minded hearing M'Gwump's stories, even though he'd listened to most of them a zillion times before, but, once in a while, they were just too old-fashioned.

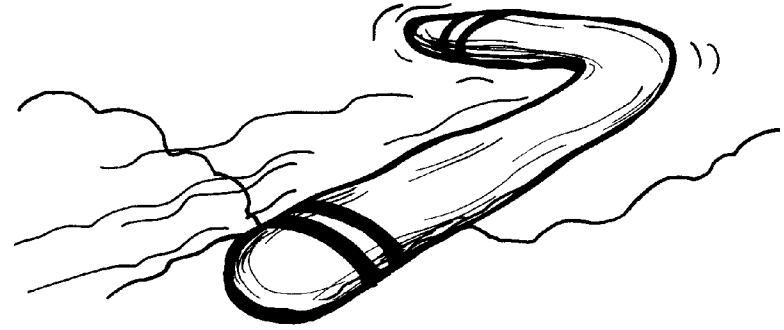
"Things sure aren't the same as when I was a kid," M'Gwump said with a chuckle. "When I was a kid I could hurl this boomerang 'til it was out of sight. Now I'm satisfied to throw it half the distance, knowing I can still make it return. Watch this toss."

M'Gwump hurled the boomerang into the air. It twirled up . . . up . . . up into the sky becoming a speck on the horizon, and then, as if M'Gwump were working a remote control airplane, it changed its course and came flying back, gliding in to land a few yards from his feet.



"It always comes back to you," Jess said with a lack of **enthusiasm**, "but not to me. Just like Elsie will probably never come back."

"I wouldn't be so fast to give up," M'Gwump said, handing over the boomerang. "Try it," he said. "Maybe today is your lucky day. Remember: wind, elevation, layover, spin, hardness."



Jess whispered to himself M'Gwump's training chant as he took the boomerang, checked the surrounding area to be sure it was clear, and threw the boomer into the air. But instead of soaring into space, it flopped around like a chicken trying to imitate a sea gull and dropped to the ground.

"I told you, M'Gwump, I always have to chase after it like a dog playing fetch with himself."

"Keep practicing," M'Gwump urged. "It takes a little doing, but once you get the **knack**, you've got it for life."

Jess took the boomerang in his right hand and tried again . . . and again, each time trying to do it just as M'Gwump had shown him. But each time it dropped to the ground with no sign of returning.

Jess looked at the boomerang and made a face. "Just one more try, boomer, and that's the last. I'm wasting time with you when I should be looking for Elsie."



He threw the boomerang into the air. It looped up, not very high, and came down right at the feet of Mitts Morgan, the meanest kid in Jess's class.

"What's the big idea throwing a stick at me?" Mitts said as he clenched his fist.

"It's not a tree branch. It's a boomerang." Jess forced a smile, but, like everything else, a smile didn't come back to him.

"What's a boomerang?" Mitts asked without unclenching his fist.

"It's a stick that you throw and it comes back to you," Jess explained.

"Yeah? Show me!" Mitts curled his upper lip.

Jess knew that was impossible, so he hastily looked around for M'Gwump. But M'Gwump had found a shady spot under a tree and was lying there with his hat over his face, snoring like Rip Van Winkle.

"Uh-well-uh, all you have to do is throw it in the air and it comes back to you," Jess stammered. "Why don't you try it?"

"You go first!" Mitts Morgan tightened his fist.

"Okay, okay!" Jess said, but he didn't mean okay. He was just stalling for time, trying to think of a way out of the **dilemma**. He knew Mitts would tell the whole story to everyone at school. He also knew how the boys would tease him and how the girls would giggle.



But then, if he didn't throw the boomerang, he'd end up with Mitt's fist in his face, and that would be just as bad, or worse. He had no choice but to try. If only this would be his lucky day!

He grasped the boomerang, taking special care to hold it at one end, exactly as M'Gwump had shown him. He pointed the other end up and away from him and took aim. His heart was pounding. His hand was shaking and his palm sweaty. He inhaled deeply, trying to relax, and he quietly pleaded, "Just this once, boomer, please come back."

After much preparation, Jess finally swung the boomerang, released it into the air as he caught sight of it, and then closed his eyes to avoid seeing it nose-dive like an out-of-control helicopter.

When Jess dared to open one eye, the boomerang was twirling through the air. It wobbled only slightly, and then to Jess's amazement, it started sailing smoothly, soaring up . . . up . . . UP . . . beyond the tallest trees, just as if M'Gwump had thrown it.

"Wow!" Mitts Morgan said.

"Wow is right," said Jess as both eyes popped wide.

"Look, it's curving around and coming back," Mitts Morgan shouted.

"It sure is," Jess said. He could hardly believe this wasn't his imagination. The boomerang had changed its course and was definitely heading back. It landed just a few yards from their feet, and Jess stared in **wonderment**.

"That's neat," Mitts Morgan said. Jess noticed he'd unclenched his fist. "Isn't your name Jess? Aren't you the new kid in our class?"

Jess nodded shyly.

"Could you show me how to throw that boomerang?"

"I don't know," Jess said, deciding now was as good a time as any to take advantage of the situation. "I only show that trick to my friends."

"Maybe we could be friends," Mitts said rather quietly, in a way he'd never before spoken to Jess. "Want to meet after school tomorrow at the park?"

"Okay." Jess smiled, and this time he got a smile back and even a wave as Mitts hopped on his bike and rode away.

"You should have seen it" Jess bragged to M'Gwump on the way home, "that boomer soared high up like a falcon and then turned around and came right back to me."

"And look who else has come back," M'Gwump said as they walked up the front path.

"B'Coo! B'Coo!" Elsie called to Jess.

Jess cuddled Elsie in his arms and winked at M'Gwump. "Things do have a way of coming back, GrandPAW, just like in the good old days."



Glossary

avian (<i>adj.</i>)	having to do with birds (p. 6)
boomerang (<i>n.</i>)	a flat, curved piece of wood designed to return to a person when thrown (p. 3)
desperate (<i>adj.</i>)	feeling nervous or fearful to the point of losing hope (p. 4)
dilemma (<i>n.</i>)	a situation in which someone must choose between equally bad choices (p. 12)
distract (<i>v.</i>)	to take the attention away from thinking or doing something (p. 6)
enthusiasm (<i>n.</i>)	a great interest in something (p. 9)
knack (<i>n.</i>)	a skill that can be difficult to learn (p. 10)
recreation (<i>n.</i>)	an activity that is fun or relaxing (p. 6)
understatement (<i>n.</i>)	a statement that does not give the proper force or weight to what is being said (p. 7)
wonderment (<i>n.</i>)	awe or puzzled surprise (p. 14)

Reading a-z Running Record

Level X

Student's Name _____

Date _____

Many Happy Returns
150 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
3	“Things have a way of coming back to you, Jess, just like this boomerang,” M’Gwump said, his arm cocked back to throw the curved piece of wood into the air. “That’s a bunch of hogwash,” Jess said with a hangdog expression on his face. “Elsie will never come back to me, just like that boomer never comes back to me, M’Gwump.” Jess had spent the whole week freshening bowls of water and laying out seeds in the front and back yards, hoping to encourage his pet dove home. So far, the only birds that swooped in to nibble were little wrens and a large crow that frightened the wrens away.								
4	Jess walked up one street of his neighborhood and down another, squinting into the treetops, searching for Elsie’s silhouette among the leaves. He shook the shrubs in front of every house, whistling and calling, “C’mom, Elsie! C’mom baby! C’mom home!”								
Totals									

Accuracy Rate:

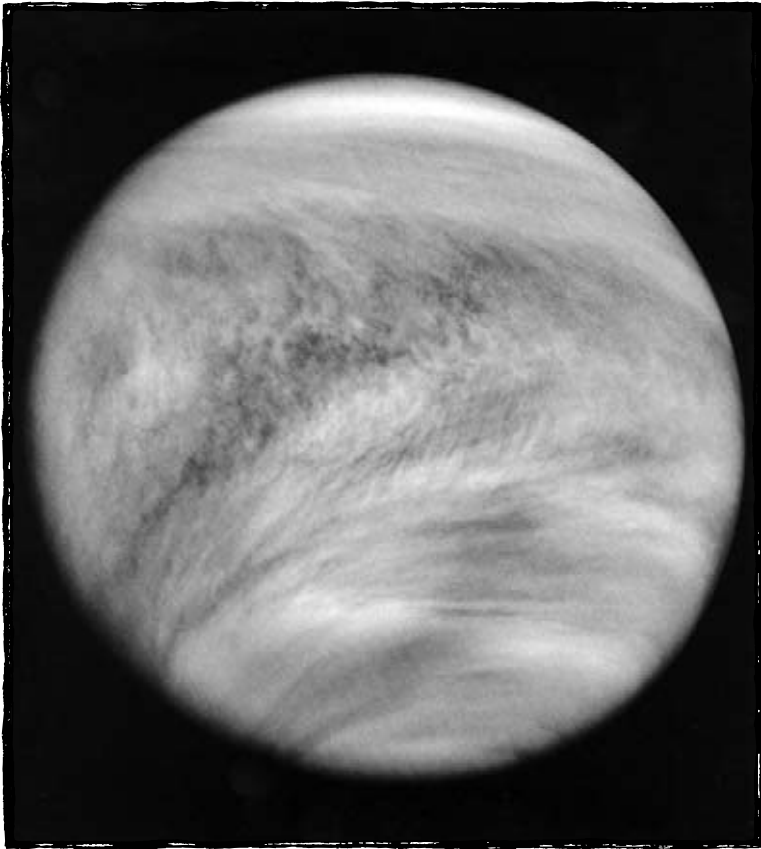
Error Rate:

Self-correction Rate:

Venus: Beauty and Beast

A Reading A-Z Level X Benchmark Book

Word Count: 1,253

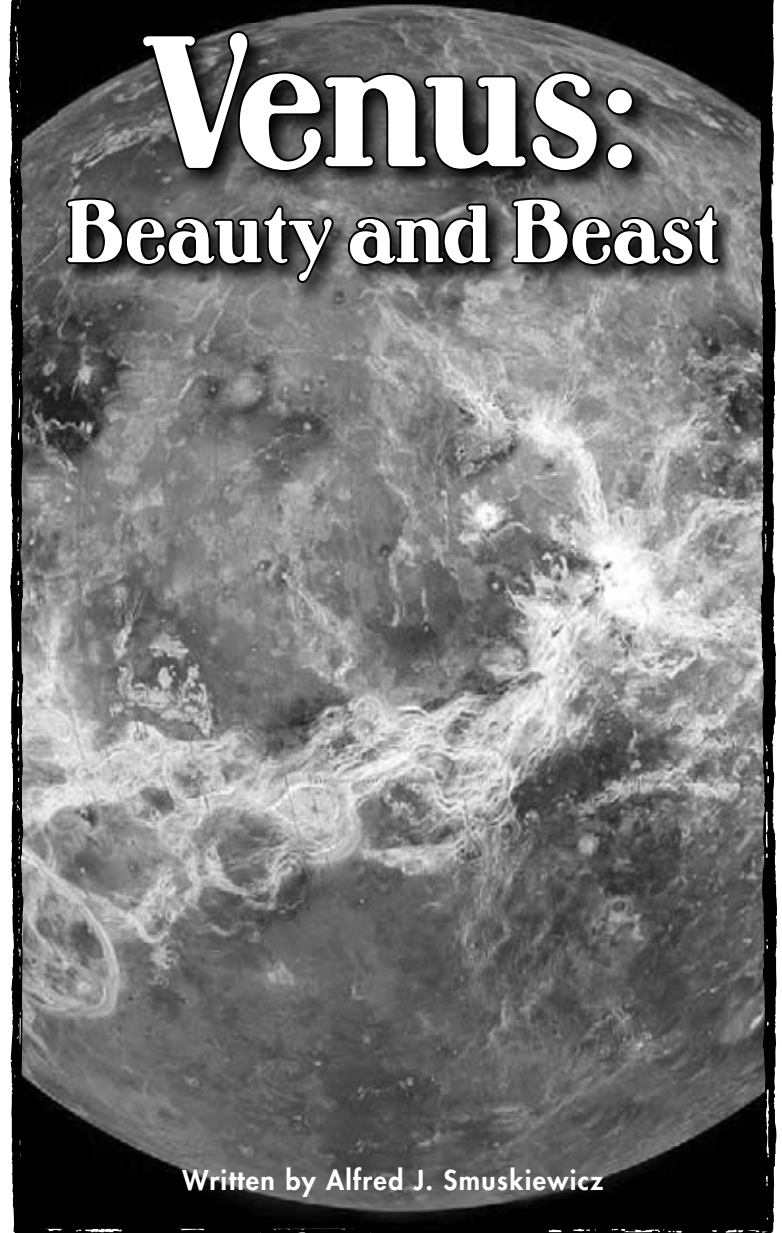



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Venus: Beauty and Beast



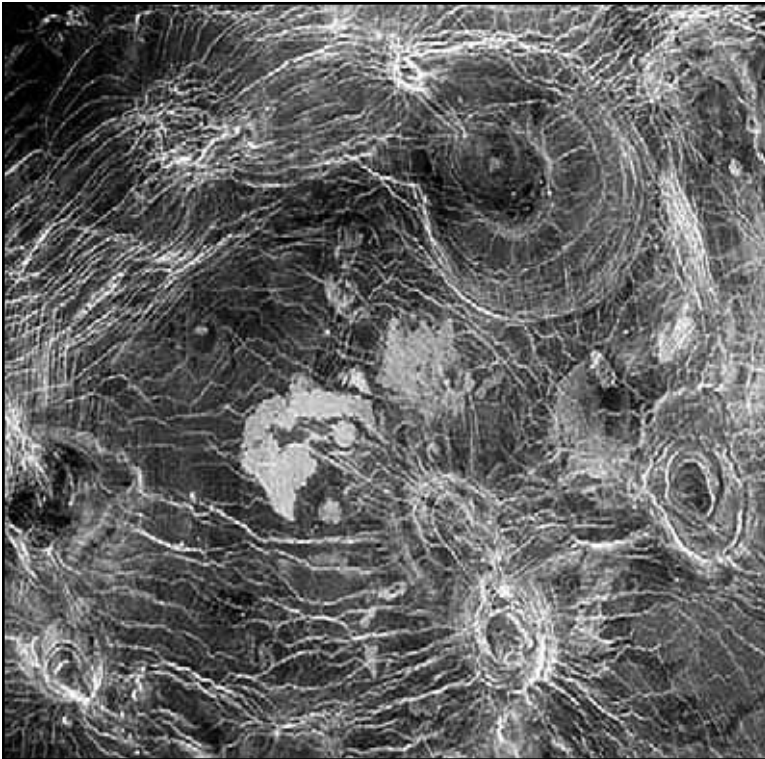
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Venus: Beauty and Beast

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Correlation

LEVEL X	
Fountas & Pinnell	T
Reading Recovery	27
DRA	44

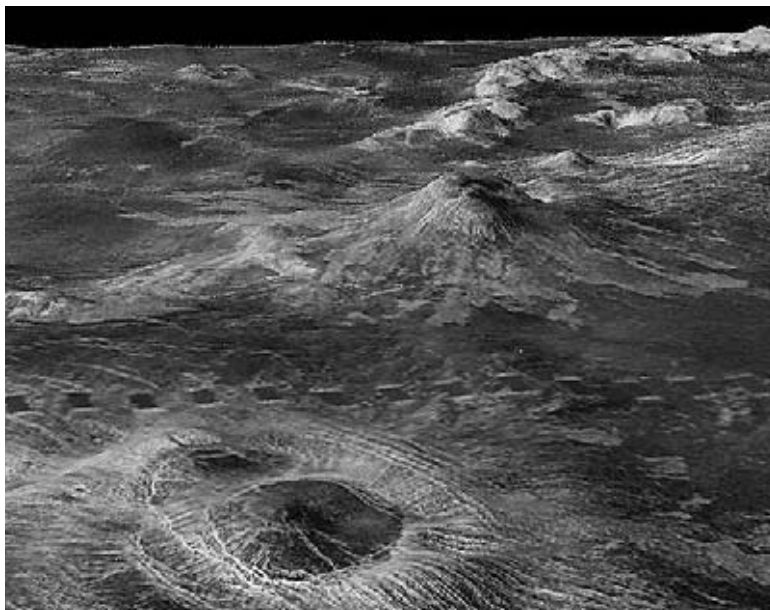
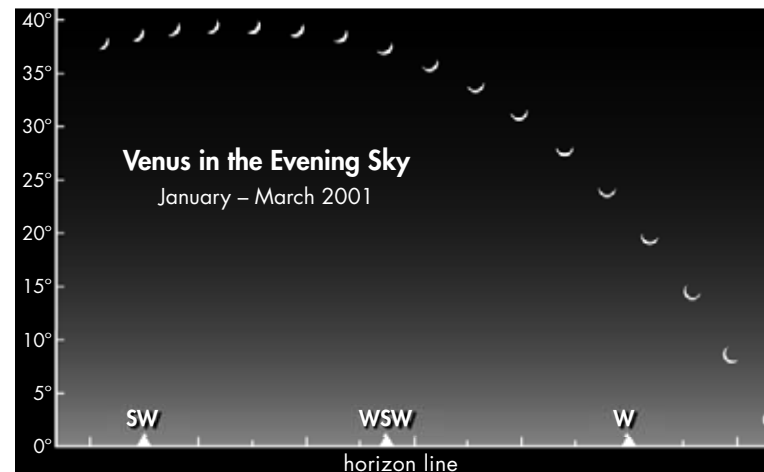


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Do You Know?

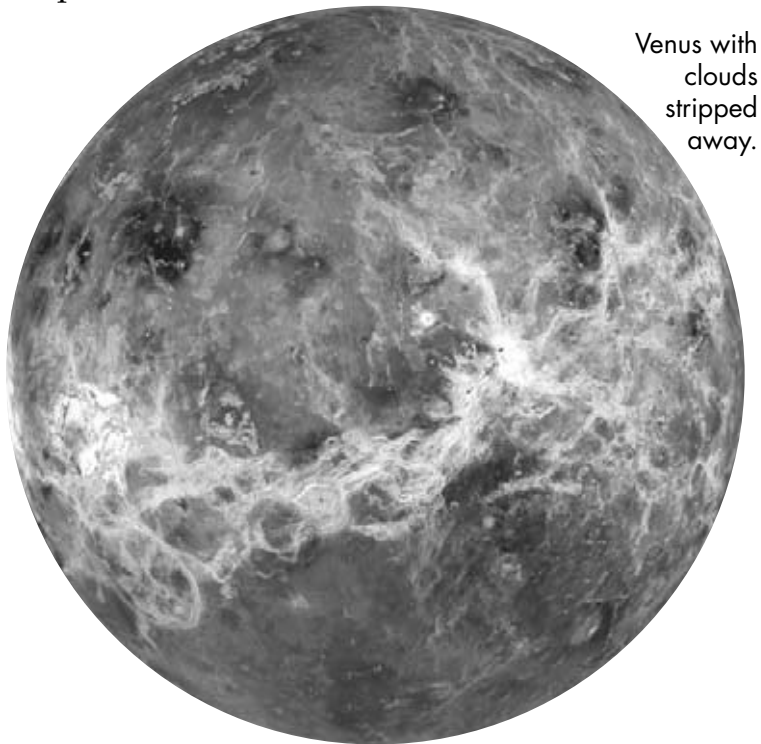
Venus is the easiest planet to find. Because Venus is so close to the Sun, it is always near the Sun in the sky. Look for Venus low in the western sky just after sunset, or low in the eastern sky just before sunrise. If you look at Venus with strong binoculars or a telescope, you can see it go through phases like the Moon. You might see a "crescent Venus," a "half Venus," or a "full Venus."

Introduction

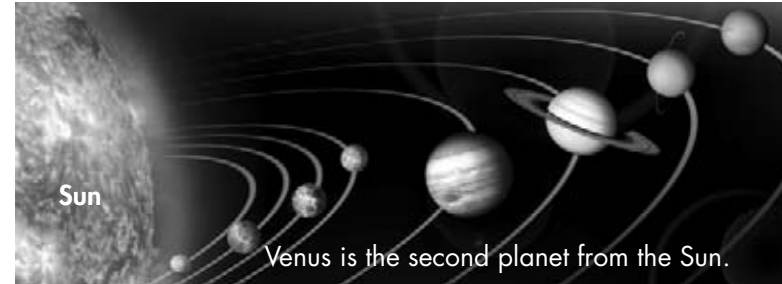
Venus is the brightest "star" in our night sky. People have admired this dazzling point of light for thousands of years. In ancient times, the Chinese named it Tai-pe (ty-PAY), meaning "beautiful white one." Today, we know this planet by the name the ancient Romans gave it—Venus, their goddess of love and beauty. Venus is the only planet named after a female figure.

People long ago did not know that Venus is actually a planet with a hard, rocky surface like Earth. Venus has towering mountains, vast plains, enormous volcanoes, deep craters, and many other interesting features.

We know much more about Venus than people in ancient times did because scientists have studied Venus with telescopes and space probes. Unlike people thousands of years ago, we know that Venus is an extremely **hostile** place—more than six times hotter than the hottest place on Earth. Venus is a bizarre world that is part beauty and part beast!



Venus with
clouds
stripped
away.



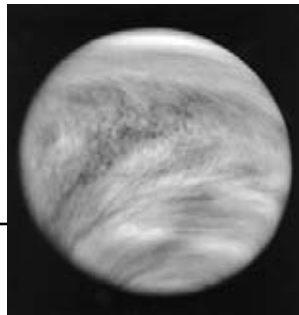
A Hot, Hostile World

Of the seven other planets of our solar system, Venus is the nearest one to Earth. It is the second planet from the Sun, while Earth is the third. Venus is also the planet that is closest in size to Earth. Venus is one of three planets that have solid, rocky surfaces like Earth, the others being Mercury and Mars. All the other planets are gigantic balls of gas and liquid.

Although Venus has some similarities to Earth, it is a very different kind of planet than our world. The average temperature on Venus is 870°F (465°C)! The reason Venus is so scorching is because it is surrounded by a thick, soupy blanket of clouds that traps heat. This heat originally comes from the Sun, but the planet's surface reflects some of the Sun's heat upward. The thick clouds trap this reflected heat, just like the glass or plastic of a greenhouse traps heat to warm plants. This heating is called the "greenhouse effect."

The clouds of Venus are part of its atmosphere, the gases that make up the air surrounding Venus. Venus's **atmosphere** contains large amounts of a gas called carbon dioxide, which is very efficient at trapping heat. Many of the clouds of Venus also contain droplets of a substance called **sulfuric acid**. This oily compound is one of the strongest acids, and it can easily burn skin and dissolve metals. "Raindrops" of sulfuric acid sometimes fall from the clouds of Venus.

Layers of air can be very heavy, just like large amounts of water can be heavy. When something is heavy, it creates pressure. The atmosphere of Venus is so weighty that it produces tremendous pressure on the surface of the planet. If you were able to stand on the surface of Venus, this pressure would soon crush you.

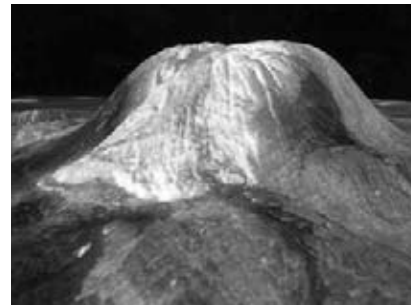


Earth's Greenhouse Effect

Earth's atmosphere also causes a greenhouse effect—though not as strong as the one on Venus. Because of this effect, Earth remains warm enough to have water and support life. However, scientists believe that the burning of coal, oil, and gas fuels is strengthening Earth's greenhouse effect. When these fuels are burned, extra carbon dioxide is released into the air. This gas traps more heat near the surface, warming the planet more than its natural balance.

Fascinating Surface Features

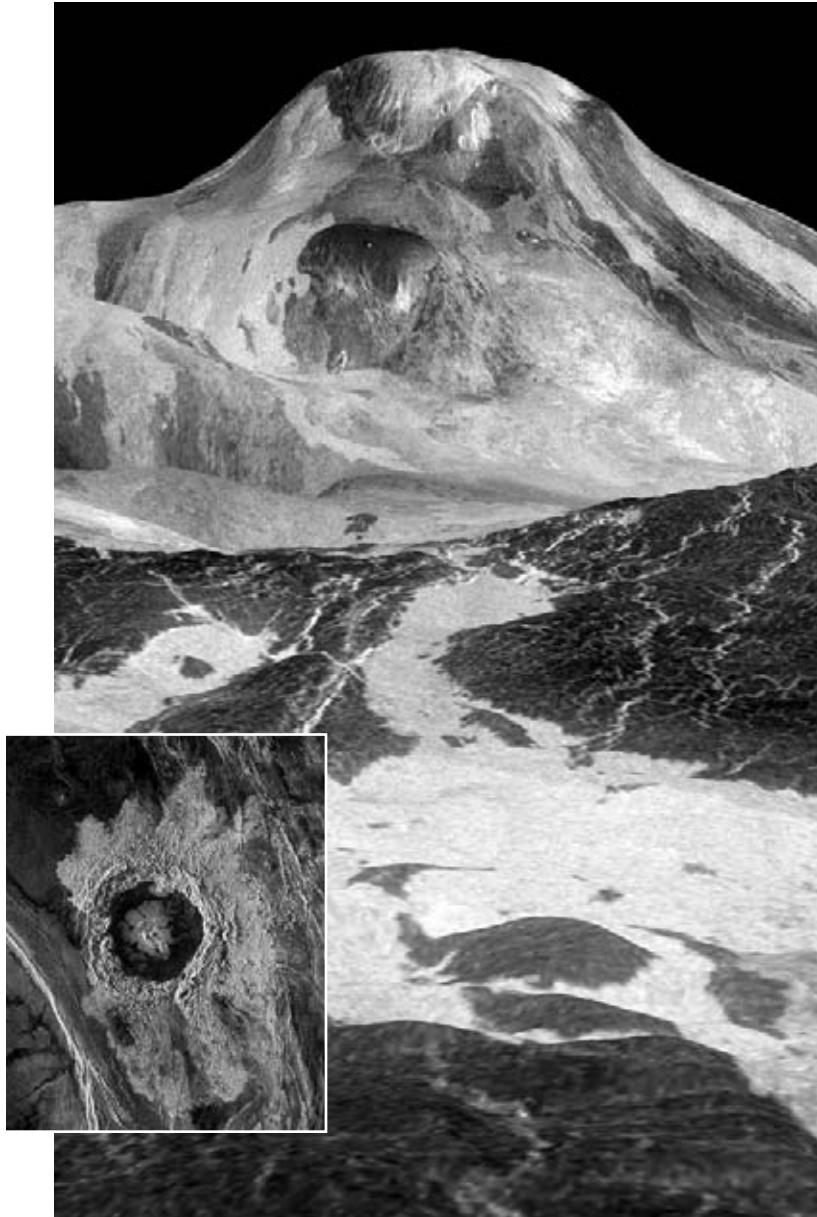
Beneath its dense atmosphere, Venus has some of the most fascinating features discovered on any planet. There are massive mountain ranges on the surface of Venus. One of these is named Maxwell Montes—the only feature on Venus named after a man. This mountain range, which is near Venus's north pole, rises 7 miles (11.3 kilometers) at its highest point. That is more than 1 mile (1.6 kilometers) higher than Mount Everest, the highest place on Earth.



Gula Mons volcano on Venus

Venus also has thousands of huge volcanoes, some of which are more than 150 miles (240 kilometers) wide. Many volcanoes are located on an elevated area of land along Venus's **equator** named Aphrodite Terra. Aphrodite (AF-roh-DY-tee) was the name of the goddess of love and beauty in ancient Greece.

Most of the volcanoes on Venus erupted, shooting out hot **lava**, many millions of years ago. Scientists are not sure whether any of the Venusian volcanoes are still active.

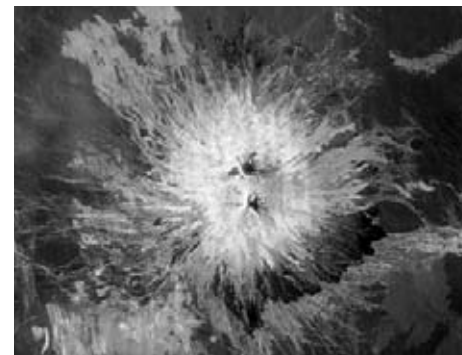


One of many volcanoes on Venus rises high above the landscape, surrounded by dried flows of lava (above). A massive impact crater 43 miles (69 kilometers) in diameter shows the damage meteors can do (inset).

The boiling lava that shot out of volcanoes long ago flowed across the surface of Venus. Today, much of the surface consists of flat plains of cooled, cracked, hardened lava.

There are also long, winding “riverbeds” on Venus. Scientists theorize that flowing lava carved out these channels millions of years ago. The riverbeds were probably not carved out by streaming water, as happens on Earth, because it is so hot on Venus that any water would evaporate into the atmosphere. However, if Venus was cooler in the past, then perhaps water might have existed on its surface long ago.

Venus has deep craters that formed billions of years ago when **meteorites** crashed into the planet’s surface. Floods of lava covered up many of the craters on Venus, which is why Venus does not have as many impact craters as the Moon.



The volcano Sapas Mons

Because it is so hot and dry on Venus, almost all scientists agree that no living things could survive there.



The surface of Venus has a number of unusual ridges, valleys, and other features unlike anything seen on Earth.

Visits to Venus

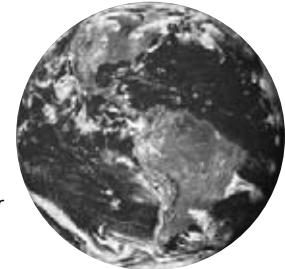
Many people once imagined that Venus was similar to some warm places on Earth. They wondered whether Venus might even have **tropical** jungles and swamps with such animals as snakes and crocodiles.

Looking at Venus through telescopes on Earth, scientists could not determine what the planet's surface was actually like. Telescopes are unable to show what lies beneath Venus's **opaque** clouds. Scientists knew next to nothing about Venus's surface until they sent **robotic** space probes there.



How many miles apart is Venus from Earth?

Hint: Find the difference between how far each planet is from the Sun.



Venus		Earth
7,521	Diameter (miles)	7,926
67 million	Distance from Sun (miles)	93 million
225	Year length (Earth days)*	365
243 days	Day length (Earth time)†	24 hours
870° average	Temperature (°F)	-130° to 140°
0	Number of moons	1

* time it takes to orbit Sun

† time it takes to rotate on axis



Slabs of rock on Venus are seen in this photo taken by a Venera lander, part of which can also be seen.

The Soviet Union (now called Russia) launched several space probes to Venus during the 1960s, 1970s, and 1980s. Some of these spacecraft, which were all named



Venera, landed on Venus. The Venera landers took photographs of the planet's desertlike surface and radioed the pictures back to Earth. However, after only about an hour or two, the intense temperatures and pressures at the surface destroyed each Venera lander.

The U.S. National Aeronautics and Space Administration (NASA) has also sent space probes to Venus.

In the 1970s, two Pioneer probes from the United States traveled to Venus. One Pioneer orbited Venus, creating maps of the surface using **radar**. In radar, a special instrument sends out radio waves, which are then reflected off a surface. The time it takes for the waves to bounce back gives scientists information about the surface. Another Pioneer flew by Venus, studying its atmosphere with scientific instruments.

Scientists learned the most about Venus in the 1990s, when the U.S. Magellan probe orbited the planet. Magellan used an advanced type of radar to produce many pictures of the surface of Venus. For the first time, scientists could see the mountains, volcanoes, and other features of the surface in sharp detail.



The Magellan space probe orbited Venus and mapped its surface with radar.

The European Union launched its first space probe to Venus in 2005. This craft, named Venus Express, entered orbit around Venus in 2006. Scientists hope to use instruments on Venus Express to discover whether volcanoes are still active on Venus.



Conclusion

Venus caught the eyes of stargazers thousands of years ago. Outshining everything else in the sky—except for the Sun and Moon—it seemed to demand a special place of honor. Venus received this honor by being named after an ancient mythological goddess of love and beauty.

We honor Venus today by studying it with science, which has shed much light on this bright point in the heavens. Thanks to science, we know that Venus is a very special and strange kind of world. It is the hottest planet in the solar system. It has some of the largest mountains and volcanoes found on any planet. It “rains” sulfuric acid.

People once thought that Venus was like Earth. We now know that Venus is as unlike Earth as another planet can possibly be. It’s a very hostile world where life as we know it is impossible. Yet, Venus undoubtedly possesses a strange beauty of its own. Both beauty and beast—that’s Venus!

Glossary

atmosphere (<i>n.</i>)	gases that surround a planet (p. 7)
equator (<i>n.</i>)	imaginary circle around the middle of a planet (p. 8)
hostile (<i>adj.</i>)	unfriendly, unfavorable (p. 4)
lava (<i>n.</i>)	hot, melted rock that flows from a volcano (p. 8)
meteorites (<i>n.</i>)	chunks of stone or metal that fall to Earth’s surface from space (p. 10)
opaque (<i>adj.</i>)	cannot be seen through; opposite of transparent (p. 12)
radar (<i>n.</i>)	method that uses the reflection of radio waves to study unseen objects (p. 14)
robotic (<i>adj.</i>)	refers to a robot, a machine that works automatically or by remote control (p. 12)
sulfuric acid (<i>n.</i>)	strong, oily acid based on sulfur (p. 7)
tropical (<i>adj.</i>)	very hot, like the tropics (p. 12)

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Reading a-z Running Record

Level X

Student's Name _____ Date _____

Venus: Beauty and Beast
157 words

Have the student read out loud as you record.

Assessed by _____

page	E = errors S-C = self-correction M = meaning S = structure V = visual	E	S-C	E			S-C		
				M	S	V	M	S	V
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Totals									

Accuracy Rate:

Error Rate:

Self-correction Rate:

The Reef

A Reading A-Z Level X Leveled Reader

Word Count: 3,861

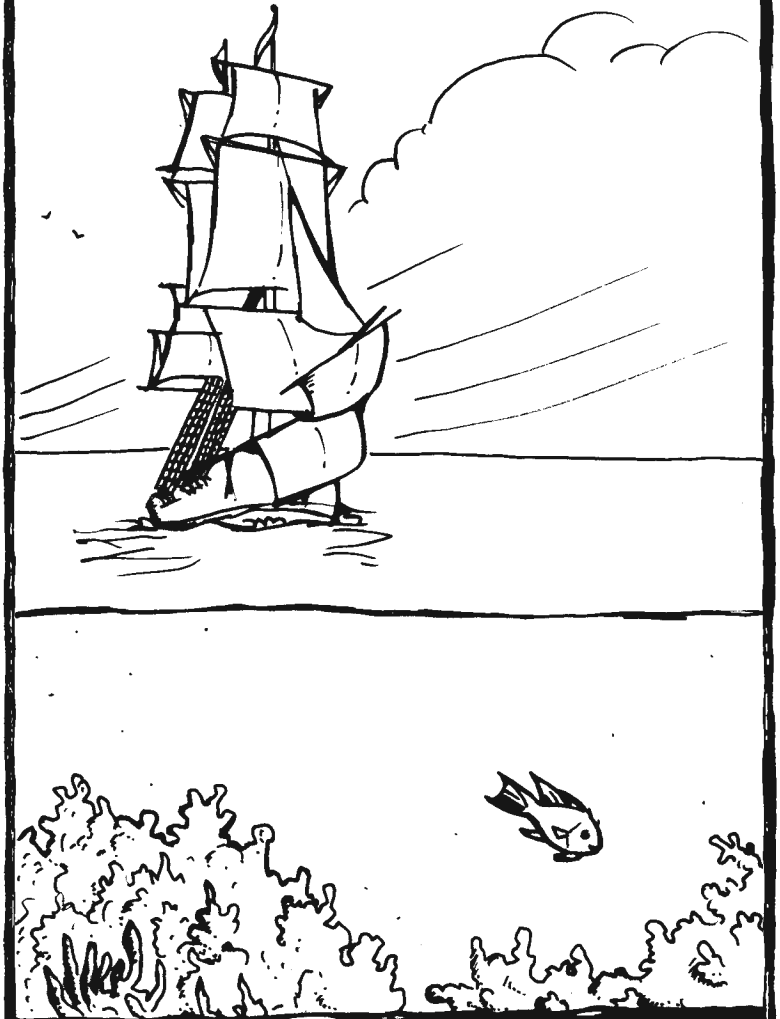



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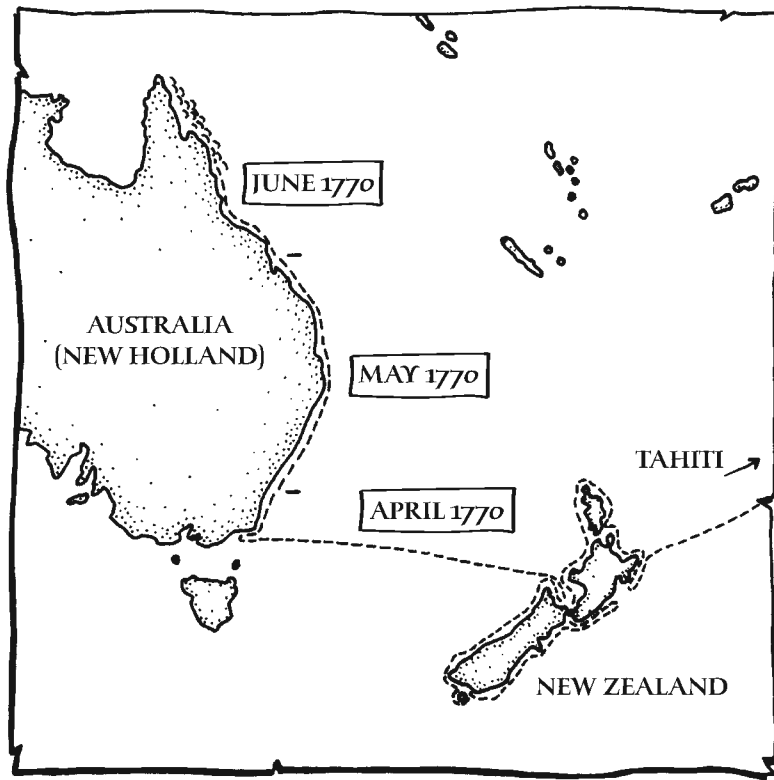
The Reef
Level X Leveled Reader
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Written by William Harryman
Illustrated by Maria Voris

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Correlation

LEVEL X	
Fountas & Pinnell	T
Reading Recovery	27
DRA	44



The following is three months of a journal kept by Will Reynolds, a fictional crew member of The Endeavour, a ship commissioned by the King of England and captained by the famous English explorer Captain James Cook. Captain Cook made three voyages to the Pacific Ocean, mapping the islands and exploring New Zealand and Australia.

Sunday, April 1, 1770: I am now beginning the second book of my journal. Should the first book be lost, these are the facts.

My name is Will Reynolds and I am a crewman on His Majesty's Ship, *The Endeavour*, captained by the honorable James Cook. We set sail from Plymouth, England, on August 25, 1768. I am an assistant to Mr. Joseph Banks, an esteemed naturalist whose job it is to collect samples of plants and describe any animals we see.

We reached Tahiti on April 13, 1769. The Captain and the scientists made some observations of the planets. They were also supposed to make observations that would help determine the distance of the Earth from the sun.

The crew tried to make friends with the natives, which was very easy. The natives are extremely friendly. Some of the men wanted to stay with the women they had fallen in love with. We were treated well and made to feel welcome. They willingly shared food and taught us what was edible and what was poisonous.

We also surveyed the island and built a fort that future British sailors could use.

So far, we have lost only six men, and none to sicknesses such as scurvy. Two men have drowned. One died of too much rum. One jumped overboard. Two men died during bad weather in Tierra del Fuego, where we had stopped for supplies and water

before beginning the journey across the Pacific Ocean. These last two were friends of mine, as we were all assigned to serve Mr. Banks.

We have been circling New Zealand, creating coastal maps for nearly six months now. The men have enjoyed the chance to collect fruits from the land. When we are at sea for longer periods, we must eat the Captain's regimen of onions, salted cabbage, marmalade of carrots, sauerkraut, and other things of which we know nothing. The stuff tastes terrible, except for the lemons. He insists these things will stave off the scurvy. And if we don't eat some of them daily we get a lashing.

On the Captain's orders, we have raised anchor and are leaving this land. The men believe we are heading home, at last, though no word has come from the Captain. I would like to return to my wife and little girl. It has been such a long time since I have seen them.

Thursday, April 5: The winds are calm today, but we are still making progress.

Few of the crew can read or write. I am often lonely. Mr. Banks talks to me about his work, and lends me his books to read from time to time. There isn't a lot of time to rest, but when there is, most of us sleep for lack of any amusement.

I have been writing letters to my daughter, Chelsey, throughout the voyage. When last I saw her she was three years old. I want her to know about the years I was away from her, and that I was thinking of her.

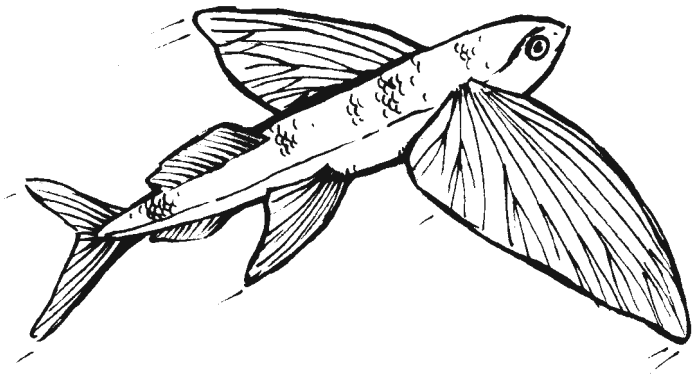
Thursday, April 12: We tried to catch fish using bits of salted meat for bait. We didn't catch anything.

The sea was smooth and calm today. Mr. Banks went to shore in his boat to collect samples. He shot several birds, including a red-tailed tropical bird that we have seen each of the last few days. From the sea, he netted a bluish jelly-like mass called a Portuguese man-of-war. These creatures are known for their powerful stings, so he handled it carefully, lest he be stung. An albatross that Mr. Banks shot seems to eat these bluish stinging creatures. I am at a loss to understand why anything would eat these hideous blobs. Their stings are worse than those of a wasp.

We work mostly in four-hour shifts. The Captain has provided the men with woolen trousers and jackets to keep us warm. He believes there is no reason to lose a man to any kind of sickness on a voyage. He takes care of us, and the men are very loyal because of his kindness.

We do sometimes object to his need for everything to be cleaned so often, but it gives us something to do for the hours we aren't on deck.

flying fish
April 13, 1770



Friday, April 13: Every man was on his best behavior today. They are superstitious of this day being bad luck. No one was willing to climb to the crow's nest today. There were no accidents.

We spotted a large group of flying fish today, confirming that we are in tropical waters. A larger fish that we could not see was chasing the flying fish. Mr. Banks tried to net the creature that was chasing the fish but without success.

Monday, April 16: Some thunder just after sunset tonight. First sign of bad weather in days. Many birds visited the ship this evening, including a small land bird the size of a sparrow. The men tried to catch it, for amusement I would guess, but lost it in the rigging and never saw it again.

Wednesday, April 18: We sighted a group of porpoises today, at least eight. They threw their whole bodies several feet above the water's surface as they swam alongside our ship.

Thursday, April 19: We sighted land today just after dawn. In the afternoon the crew were called up on deck to witness three waterspouts moving between the land and us. We are nearly five or six leagues (about 17 miles / 28 km) from shore. One of the spouts lasted a good quarter of an hour, with a thickness near that of the ship's mast. It seemed to descend from a mass of gray cloud and was surrounded by mist and rain. The ocean beneath it was very agitated.

Captain Cook believes we are on the Eastern Shore of New Holland. He intends to map this coast, since it is the only unmapped coast of this land. The Captain decided to sail north along the coast, without dropping anchor to gather fruits and allow the men some time off the ship. We are all disappointed, but there is work to do and we will do it.

Friday, April 20: Several clouds of smoke were spotted rising from the forests beyond the coastline. In the evening several more were spotted. Maybe it is good that we have not gone ashore.



Sunday, April 22: This morning we spotted five men on the beach. On the hill beyond the beach we could make out several small houses. The men all appeared to be very black. They looked at us as though they had never seen white men before. Perhaps they have.

Thursday, April 26: The land today appears more barren than any we have seen before. The shore consisted mostly of chalky cliffs, not unlike those of old England. The site made more than a few of the crew members feel homesick.

Friday, April 27: Mr. Banks, the Captain, and Dr. Solander tried to go ashore in the ship's small boat called a yawl. *The Pinnacle*, our longboat, was judged too leaky to float. We did not get to land, fearing the surf too rough for our small boat.

Saturday, April 28: We spotted several small canoes

carrying two men each. They landed and met with their friends on shore. All of these appeared to be men, and well armed with swords and spears. They were all naked, but their bodies were painted with broad white stripes on their faces, chests, and legs.

The Pinnacle, patched up overnight, was sent ahead to scout. Upon returning, the officer said that the natives had invited them ashore with many words and hand gestures that were not understood.

Later in the afternoon, we sailed by a small village consisting of six or eight houses. An old woman, followed by some children, was seen coming out of the woods and entering one of the houses. Some other women were spotted working at the surf's edge, and having seen our ship, paid no attention to us as we passed. A little later some of the canoes came ashore and a fire was lighted with which to cook their dinner. It was observed, especially by some of the crew, that all the people, men and women, were naked.

In the evening, we loaded up our boats and went ashore, hoping to be little noticed by the natives. Two men, warriors by appearance, came to meet us with harsh language we could not understand and waving lances at us. Although we outnumbered them greatly, they made great protest at our desire to come ashore. We tried to assure them we only wanted some water

and fruit, but they were unmoved. So we fired a musket over their heads. At this the younger man dropped his lances and ran, but then returned and began to yell some more. The Captain then ordered a load of small shot to be fired at them. It hit the older man in the legs, but did not seem to bother him much. He ran to a house and returned with a shield.

Two more loads were fired and this was enough to scare the men away. We went ashore and walked up to one of the houses. There were several small children huddled behind a shield. We tossed some beads, ribbons, and clothing through the window and continued on our way. We collected as many lances as we could find, nearly 40 or 50, and they were all tipped with very sharp fish bones.

The people here are darker than any we have seen. They seem lean and quick and healthy. We can only imagine what they might think of our straight hair, pale skin, and heavy clothing.

Sunday, April 29: We went ashore again today for water. The sky is very blue, and it is still warm here. It feels like the season is starting to turn, though, so I hope we will be heading home soon.

The natives approached as we collected water, but retreated as soon as we sent two men to meet them. They watched us from a safe distance. After a while

they collected their canoes, moved them above high tide, and carried two others away with them. We approached the houses and found all of our gifts just as they had fallen.

Monday, April 30: More encounters with the natives, but no real contact. They try to scare our men with yelling and display of weapons. There seems to be nothing we can do to assure them we mean no harm.

Tuesday, May 1: Ten of us went ashore today, including the Captain, Dr. Solander, and Mr. Banks. We resolved to walk until we were exhausted, to see as much as possible. Much of the land is either swampy or sandy soil. Few species of trees, and a lot of grasses. We passed many native houses, all empty, and left beads and ribbons in each. We saw an animal about as tall as a young man, which looked like a rat that stood on its hind legs. It had a large tail that it used to support its weight as it stood. We also saw tracks of a creature about the size of a weasel and tracks of a wolf-like creature.

Friday, May 4: I had each of the last two days off from serving Mr. Banks. Wednesday was rainy and yesterday he devoted to cataloguing plant samples. I spent time with other members of the crew. We caught a variety of fish that were well enjoyed for dinner. We also collected many berries of the Jambosa variety, much like a cherry, but not as sweet.

We ate as many of the berries as we could pick and took more back to the crew on board ship.

Sunday, May 6: We are back to the ocean today. We hear the mapping of the coast is going well.

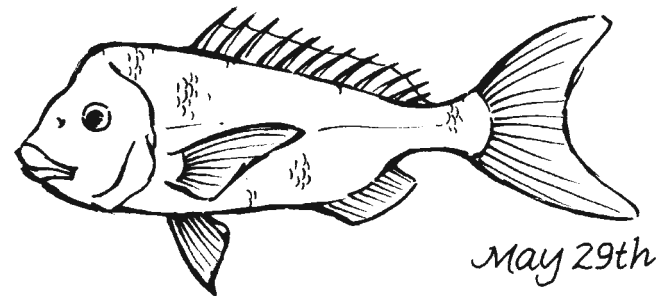
This afternoon we burned some gunpowder in the hold to clean the air. The Captain then ordered us to build a fire in an iron pot to dry the area. Don't know that it works, but the gunpowder and smoke smell better than the usual stench.

I had only one shift on deck today. I was quite without amusement for much of the day. I wrote another letter to my daughter, Chelsey.

Sunday, May 20: As we have moved away from shore, we have encountered a reef where the water is very shallow. The captain has told everyone to be alert for it, and to yell warning if we see it in our path. The water is very clear and we can see the color of sand on the bottom with no trouble. We also have a fine view of creatures swimming around the ship, including several sharks, dolphins, many fish, and a large turtle.

Monday, May 21: Quiet day, little to report. We dropped anchor tonight at 8 to avoid drifting toward the reef in the darkness.

Tuesday, May 22: Dropped anchor in a large bay



this evening, resolved to go ashore tomorrow in search of plants.

Saturday, May 26: We found ourselves in a channel between two strips of land. The water became very shallow and we dropped anchor to check things over. We set afloat in two of the small boats to scout a passage.

Sunday, May 27: The boats returned today with word that there is no passage through and we are to turn back. We retraced our course and again fell in with the main coast.

Tuesday, May 29: Mr. Banks went ashore with the Doctor. My assistance was not needed, so I stayed on board and fished with the crew. We caught several large fish and many smaller ones.

Wednesday, May 30: Went ashore looking for fresh water today. No luck. It seems this land is subject to a severe rainy season, and this is not that season.

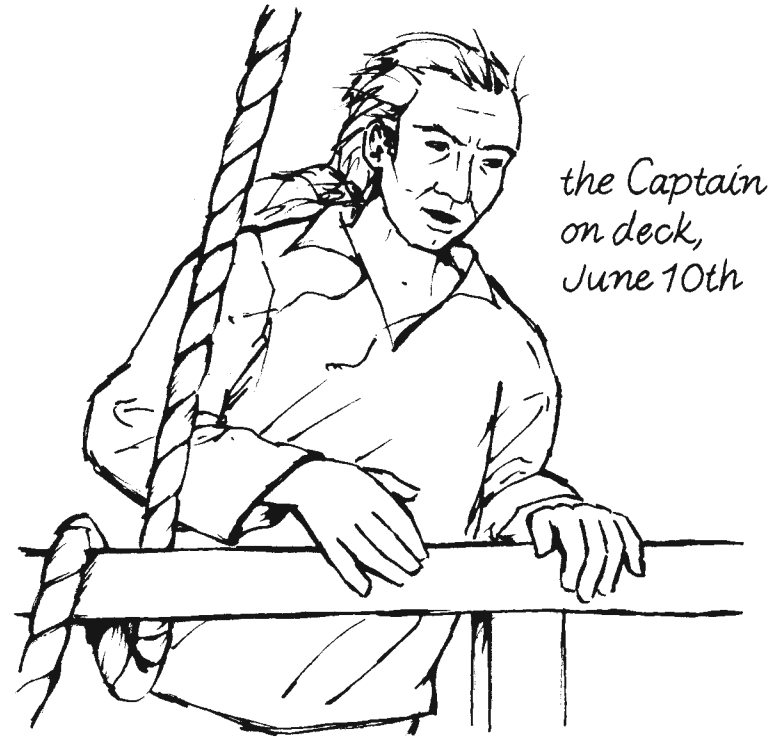
Thursday, May 31: Because of the number of sandbars and shoals, we have sent the longboat, *The Pinnacle*, ahead to scout a route. We will continue to drop anchor each night.

Friday, June 1: A crewman today complained about swollen gums. He said they had been bothering him for a fortnight, but not knowing the cause, he said nothing. The doctor prescribed lemon juice in all his drinks.

Friday, June 8: We went ashore yesterday thinking we had spotted coconut trees, but we were wrong. Mr. Banks did collect some more plant samples.

We continue to sail between the mainland and several small islands and shoals. The anchor is dropped most nights, which is slowing our progress.

Sunday, June 10: Captain Cook has been hugging the coastline as we move north, trying to avoid the reef and the small islands that we have found. At nightfall we spotted a sandbar ahead and during supper passed over it in about seven fathom (42 feet/13m) of water. The Captain and his lieutenant assumed we had passed over the tail end of the shoal and that we could rest easy. We did not drop anchor so as to take advantage of a brisk breeze.



Midnight: We have run aground! Maybe an hour ago, or so, the ship got stuck on a reef and we can't get her loose. The Captain ran on deck in his nightclothes. We are firmly stuck. We floated a small boat to check the damage and found ourselves stuck upon a coral reef. This is the worst, as it is sharp and can destroy a ship's hull. There are maybe 12 wooden strips torn from the ship's false keel floating around the bow of the ship.

The men are afraid the ship is badly damaged, and that we might be stranded here with no way

to get home. We had been sailing for at least three or four hours since the sight of land, so we know we are not very close.

The waves are beating us against the reef and we can hear the wood cracking. We are being tossed like a cork on the waves, so that we can barely keep our feet beneath us. The tide has ebbed (gone down) and we did not get the anchors dropped as the captain ordered. We will be stuck here for at least 12 hours at the mercy of the waves and the rock.

Monday, June 11: We are facing NE but the waves threaten to turn us. The sails are all down on Captain's orders last night. No one slept last night, but the officers are all calm and rational.

We will drop anchors off the aft deck near noon to take advantage of the high tide. We hope to drag ourselves free and refloat the ship.

The vessel is heaving and shifting very badly. Water has entered the ship through the damaged hull. The Captain has ordered us to lighten the load. We threw overboard our ballast, firewood, some of our stores, our water casks, all our water, and six of our cannons. We have started two of the pumps to working in the hold, trying to lower the water level in there. Everyone is pitching in to work the pumps, including the Captain and the other officers.

*on break from
the pumps*



11 o'clock AM: It is nearly high tide. I am currently on a rest break from the pumps. Everyone puts in fifteen minutes then rests until it is his turn again. We have kept the water from rising much higher, but not in lowering the level too much.

During low tide the ship settled into the rocks and did not heave so much. But from the front holds we could clearly hear the rock grating on the hull. There is no doubt it will tear a hole in the ship. We have set all four of the pumps working.

I am sitting on deck, since I am too tired to stand. The men are lowering the anchors. The breeze is blowing south right now, and we have raised the sails, hoping the wind will help drag us free.

It didn't work, again. We are stuck. The night tides are higher and we will have to wait until midnight to try again. This feels hopeless. I am afraid I will never see my wife and daughter again. We might well die here, thousands of miles from our homes and families.

7 o'clock PM: We are taking on water quickly as the tide begins to rise again. One of the four pumps has failed and cannot be made to work. The men continue to work in 15-minute shifts, working cheerfully.

Mr. Banks has asked me to help him gather all that we can save and be ready should we need to abandon ship. He fears the worst. He mentioned the fear that most of us will be drowned. This might be a better fate than those who survive might endure. There would be little to live for, stranded so far from

home with some of the most savage natives on Earth. We would have no way to support ourselves. It might be better to drown.

Evening: The time has come and everyone is very anxious. Fear of death stares us in the face. At 10 o'clock our ship floated and was quickly dragged into deep water. We still can only remove as much water as comes in. Our only hope is to get her into land for repairs as soon as possible or to salvage what we can and build a new craft.

Tuesday, June 12: The crew has been working for more than 24 hours and is exhausted. But news came from the hold that we are taking in more water than we can pump out. There is four feet of water in the hold. The wind is blowing out to sea so there is no chance of getting ashore any time soon.

The crew dragged in all the small anchors, but had to cut loose one of the small bow anchors, as it is least needed. The men have managed to remove the water from the hold faster than thought, and it was found that the depth was not so much as thought.

One crewman proposed a fix that no one has seen used. By using his fix, he said he managed to get home from America with a more badly damaged ship than ours. He was given five men to work on his idea. His fix is to take a smaller, heavy sail and

paste it over with a mixture of finely cut rope fiber, wool, and tar. The mixture is to be sunk beneath the ship with the thought that where there is a hole there will be suction. One or more of the lumps of the mixture should be sucked into the hole and act as a stop to the water coming in.

The men were so tired that they could no longer keep up with the water entering through the hull. The water was filling the hold again. Everyone was eager to try the fix. In the afternoon it was done and was lowered by ropes, then pulled quickly back against the ship. In about two hours the hold was pumped dry, and to our great surprise, only a small amount of water still leaked in. We went from despair to hope that we could get ashore. We will live.

No matter how dreadful things looked, each man obeyed orders and worked with enormous energy. The officers were most professional and calm.

Sunday, June 17: The Captain found a harbor in which we might drop anchor and perform repairs. It has everything we need. We cannot believe our luck. The calm weather has kept us out in the bay until today. The crew took advantage of this delay to get some much-needed rest. There will be much work to do in the next few days when we enter the harbor.



Friday, June 22: The ship was fully out of water today as the tide fell. We could see the hole was big enough to have sunk a ship with twice our pumps. But by some stroke of luck a piece of coral the size of a large rock had broken off in the hole and slowed the water coming in. It may take many days, but we will be able to patch the hole and get back to sea.

The Captain has decided that we will return by way of the Cape of Good Hope. There is hope we can find a port to get more extensive repairs along the way.

We are not home free, but we are alive to make our way home. I so look forward to seeing my family again.

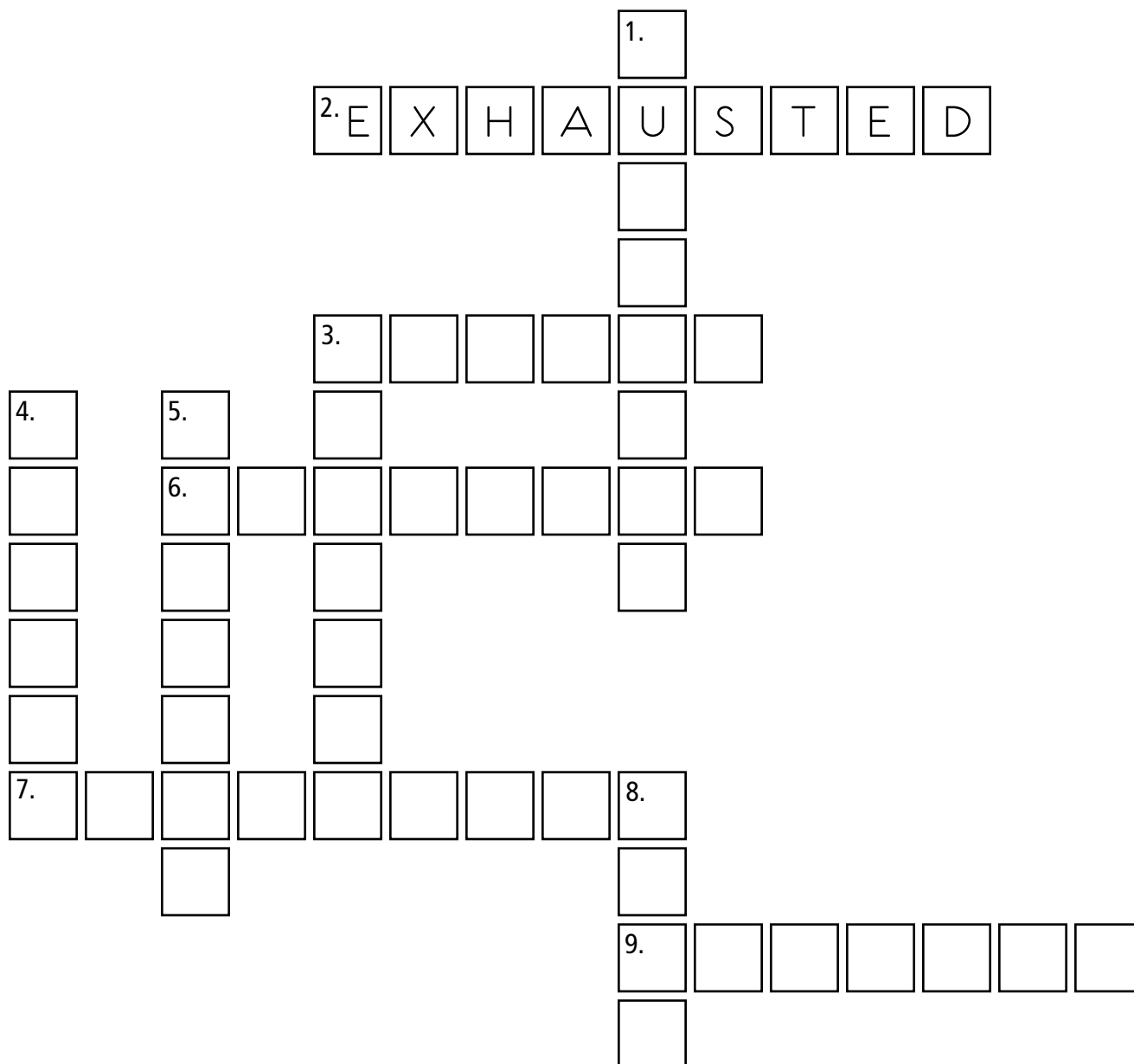
Name _____

INSTRUCTIONS: Look over the KWL chart below before reading the story and fill in the first two columns. Read the story once and then reread it, filling in the information as you go.

What I ...		
Know already	Want to know	Learned from reading the story

Name _____

INSTRUCTIONS: Complete the crossword puzzle using the clues. You can use the book to reference the page numbers for additional help. The first one is done for you.



ACROSS

- 2. Out of energy (page 20)
- 3. Measurement of water depth in the sea (page 15)
- 6. Unintentional negative incident (page 7)
- 7. One who studies science (page 4)
- 9. To suddenly leave a place (page 19)

DOWN

- 1. To encircle (page 8)
- 3. Not factual (page 3)
- 4. Harmful objects used in hunting and warfare (page 12)
- 5. Leader of a ship (page 3)
- 8. To rip (page 19)

The Eruption of Mount Shasta

A Reading A-Z Level X Leveled Reader

Word Count: 2,939



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Chapter One

It is four o'clock in the morning, and Kyle Strong is sleeping. Oz, his dog, is curled up at the foot of his bed. Oz's tail is wagging a bit and his legs are twitching, which means he is dreaming about chasing rabbits again. Kyle is dreaming, too, but his dream is about changing into a werewolf while standing in front of his class giving a speech about George Washington. Kyle doesn't like this dream.

In the corner of the room, a large black bird sits in a nest built snugly in the top shelf of a bookcase. The bird is a crow. But Kyle named him Raven, which has created a great deal of confusion for Raven. You see, throughout history, ravens have been seen as smarter, stronger, and wiser than crows. Crows have always **aspired** to be ravens. So Raven, being a crow, is more than a little confused. But not as confused as Kyle, who doesn't know a crow from a raven.

Kyle found Raven when he was still a baby. The mother crow had been killed by an eagle while protecting her nest. Raven was the only survivor. Kyle's dad caught the small bird and brought it home with them. After talking to some wildlife experts, they were given a permit to keep the crow as a pet.

So, where was I? Oh yes, four o'clock in the morning and everyone is sleeping. Mostly, this is just like any other night. Some sleeping, some snoring, a little dreaming, nothing out of the ordinary. So, what follows is a surprise—a surprise that was getting a little too common during the last few weeks.

The shaking is mild at first, and Raven opens one eye to see what is happening. Quickly, though, the slight shaking becomes a full earthquake, with

things bouncing on the floor, books falling from shelves, and a window shattering from its pane. Kyle jumps from his bed, opens the window to let Raven outside, and takes Oz downstairs.

Kyle can barely keep his balance as he runs. The coat rack falls across the bottom of the stairs, so he and Oz jump over it and the pile of jackets. Kyle slips and falls, but he is not hurt. They make it downstairs just as the shaking stops.

His younger sister, Janet, and his parents are already downstairs standing in the main entrance, where the ceiling beams are the strongest.

"Is everyone okay?" Kyle's mom asks. Her voice is shaky, and she is holding onto Kyle's father. Kyle's father reaches out and pulls the whole family into his arms—everyone except Oz. Poor Oz always feels left out. He sneaks into the tangle of feet and rubs against any leg that is near him. He is scared, too, and wants to feel safe and loved like everyone else.

"Wow," says Kyle, "that was cool." He likes the excitement of an earthquake, but not until after it is over and he feels safe. "I'm going to call Justin." Kyle races back up to his room, with Oz close behind.



Chapter Two

Kyle dials Justin's phone number, but the line is busy, so he hangs up and tries again, getting through this time. "Hey, Justin, wasn't that cool?"

"I'm not Justin. Wait a minute, Runt, and I'll get him." Yuck! Justin's big sister, Amanda, answered. Kyle hates when she calls him "Runt." He's almost as tall as she is. He has mixed feelings about her. She can be **obnoxious**, but she is kind of cute. He kind of likes her, but she is three years older,

and he never knows what to say around her.

"Hello?" Justin's voice is quivering a little, but he's trying not to sound scared.

"Hey, Justin, wasn't that cool? That's the fourth big earthquake this month. That's so cool." Kyle is still very excited and likes the feeling.

"Hey, Kyle. Yeah, that was cool," says Justin **unconvincingly**. "But, you know, the volcano guys on the news said that all these earthquakes might mean that Mount Shasta is getting active again. That's not so cool."

"Well, there must be plans for this sort of thing. It'll be cool. Even if Shasta explodes, it would be so rad to say we were there—that we saw it explode." Kyle can see it in his head, a newsperson interviewing him about his experience. He can imagine his face on television and the fame he will have.

On the other hand, Justin imagines his house burning down and lava destroying the school. "Hey, wait," he thinks to himself, "no school. This might be cool after all." But instead he says to Kyle, "I'd rather say I saw it on the news, from far away."



Chapter Three

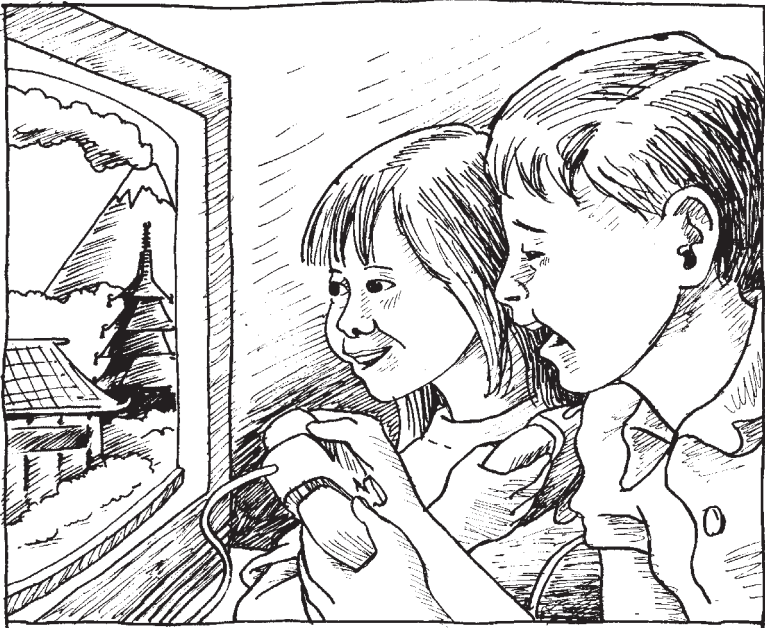
When he gets off the phone with Justin, Kyle begins to clean up his room. He puts the books back on the shelf and picks up the compact discs that are on the floor. His computer is not harmed, which is a relief.

While Kyle cleans up his room, Raven flies up to the window and comes in through the cat door Kyle's dad installed. Having to use a cat door is another source of confusion for Raven, who would rather tease cats than use things created for cats. If he were human, Raven would be in **therapy**.

Kyle turns on the computer, logs onto the Web, and does a search for volcanoes. He finds a lot of information—so much that he feels overwhelmed by all the explanations. He turns on his radio and tunes it to the local news station to hear more about what happened. They are talking about the earthquake with some expert from San Francisco.

According to the guy on the news, Shasta City and the surrounding areas at the base of Mount Shasta are in a Condition Yellow alert. This means there is some chance of an eruption and that it will be big enough to cause damage and endanger lives. Kyle hopes there isn't an eruption, fearing that these earthquakes are a little more serious than he had thought.

Kyle feels a little worried that something bad might happen, but the excitement is starting to wear off and he's tired. He can worry about it in the morning. "Good night, guys," he says, then turns out the light.

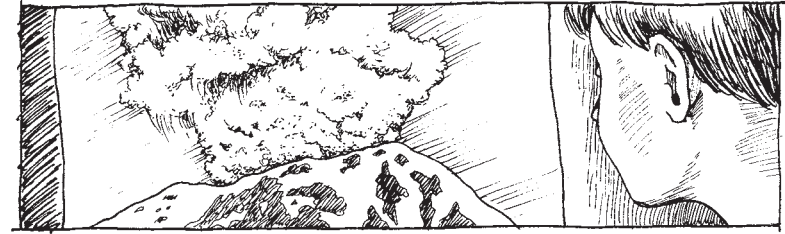


Chapter Four

Because of the Condition Yellow alert, school is canceled today, so Kyle plays video games with his sister, Janet.

Later in the day, Justin comes over and they talk about how cool it would be if their school was buried by lava. Then they play video games.

In the video game they play, each person must capture many Samurai, then save a princess from an evil king. Meanwhile, an erupting volcano creates hazards to make their tasks more difficult. This is called **irony**.



Chapter Five

It is 1:00 on Sunday afternoon, three days after the last earthquake. Kyle is sitting on the couch watching a soccer game on television. Oz is curled up at his feet. Raven is on his perch in the kitchen, looking kind of nervous.

Suddenly, the ground begins to shake and rumble. Mount Shasta is erupting. The explosion rocks the house, and it sounds like the whole world is being blown to bits. Kyle races to the window to look at the mountain, and what he sees sends chills through his whole body.

Above the mountain is an enormous, gray cloud of dust and ash **spewing** from the top of Mount Shasta. A humongous cloud is billowing upward like a giant mushroom. The ground is shaking, and the shaking gets worse with each passing second.

Kyle's legs feel weak and his knees are like rubber. His parents run into the room with Janet in his dad's arms. His mom is calm and **composed**,

and she seems to be more in control of what needs to be done. Kyle looks to her for instructions.

“Get your jacket—we have to leave, now. We don’t have long.” Her voice is firm and strong, but Kyle can still feel a hint of fear in it. As they gather their belongings, there is a pounding on the roof of the house. Small rocks and pieces of **pumice** are beginning to fall out of the exploding cloud of dust and ash.

Kyle’s father herds everyone out the door. A rain of ash and dust is beginning to fall. Kyle’s father works for the Forest Service, and he knows this is a bad sign. The situation is about to get very ugly. There is little time to waste.

Just then, Kyle looks for Raven and Oz and doesn’t see them. “Where’s Raven? Where’s Oz? We can’t leave without them.” Kyle is near tears.

“Come on, Kyle, we can’t wait for the animals. They’ll be okay.” His dad doesn’t think anything left behind is going to be okay, but they have to leave right now. There is no time to look for the dog or the bird.

“I’m not leaving without Oz and Raven.” Kyle struggles free from his mother’s hand and runs toward the house.

Chapter Six

The eruption continues. The cloud of dust and gas has grown so large that it blocks the sun and leaves the whole area with the shadowy feeling of a nightmare. A bright red glow appears around the top of the mountain from the lava pouring out of the throat of the volcano. The heat is melting the glacier that keeps Shasta crowned in ice year round. An **avalanche** of water and mud is flowing down the mountain, headed for several towns at the base of the mountain.



Oz and Raven are Kyle’s best friends in the world. He can’t imagine living without them. Oz was born in the same month as Kyle, and they have grown up together. And Kyle thinks of Raven as almost human. The thought of leaving him to **fend** for himself in the thick cloud of dust and ash is unthinkable.

Pieces of pumice are bouncing off of Kyle’s head as he runs toward the house, but they are light. They sting as they hit, but they don’t hurt all that much. Kyle can hear his parents **imploring** him to turn around, but he refuses to leave without Oz and Raven.

Kyle hears Raven cawing off to his side, flying alongside him as he runs. "Find Oz, Raven—find Oz." The crow flies higher into the sky, risking his own injuries from falling rocks. After a moment, he swoops back down and flies beneath the tree line, as though he wants Kyle to follow him.

Kyle follows Raven down the street, and after a few moments Kyle realizes they are heading toward an old barn where Kyle and Justin have a clubhouse. They hang out there all the time with Oz and Raven. In the confusion, Oz must have run to the old hangout, a place where he always felt safe. Kyle realizes that Oz must be **disoriented** and just as afraid as he is.

The rain of dust and ash is getting thicker, with almost six inches of gray stuff on the ground. Kyle keeps running, trying to stay beneath the trees as much as possible. Raven circles back and waits for him, then continues to lead the way.

When they reach the clubhouse, Oz is clawing at the front door, trying to get inside. As he scratches at the door, he is barking and whining. Kyle sees him and is relieved that his friend is okay. "Come here, Oz, come to me." Recognizing a familiar voice, Oz comes running, still barking and whimpering. "For a big German shepherd, you sure are a coward. Come on, boy, let's get out of here."



Chapter Seven

Larger chunks of pumice are now raining down on Shasta City. The eruption is still getting more violent, with more lava spewing from the crater. An avalanche of mud and ice is racing down the western slope of the mountain, leveling everything in its path. The hot wind **generated** by the volcano's intense heat has flattened a whole section of forest. Trees topple like dominoes.

The size of the cloud over the land far from the mountain has reached a critical mass, and it can no longer continue to expand. The collapse that follows will wipe out everything in its path. There will be no survivors; everything will be buried in ash exactly as it is.

Raven leads them back toward Kyle's house, where his parents are frantically awaiting his safe return. Janet is curled up in the back seat of the car **oblivious** to what is going on.

Kyle runs for his life, while large pieces of pumice rain down all around him. Oz is at his heels, and Raven is dodging chunks of pumice as his wings flap wildly. Another earthquake strikes. The quaking ground makes it impossible for Kyle to stay on his feet and he crashes to the ground. He falls hard and is stunned. As he lies there,



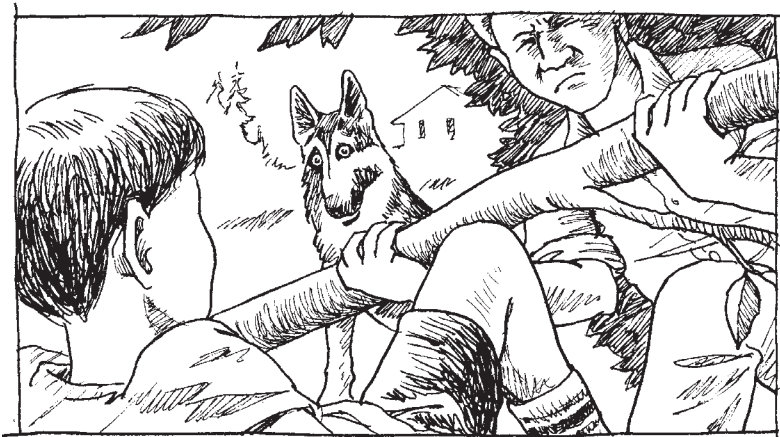
a small tree collapses under the weight of the ash that has **accumulated** on its leaves and branches. The tree falls and partly covers Kyle in ash and broken branches, leaving him trapped and unable to pull himself loose.

"Oz, come here, boy. Go home, get Dad." Kyle tries to push Oz away and send him for help, but his friend is loyal and stays by his side. "Please, Oz, go get help. I'm stuck and I can't get out, and I think my leg is broken. Go get Dad."

Raven lands at Kyle's side and caws a couple of times. This is his chance, an opportunity for Raven to live up to his name. If he gets Kyle's dad, he will be able to prove his worth as a simple crow. Maybe he won't need therapy after all. Raven takes off and flies to get Kyle's dad.

Oz licks Kyle's face and barks, but there is no one left to hear him. Oz won't leave Kyle here alone, so he begins to pull some of the tree limbs off Kyle. But the large limbs are too difficult for Oz to move, and Kyle remains trapped.

Kyle is suddenly very afraid, and his whole body shakes. He tries to stop, but he is crying now, sobbing with fear. He doesn't want to die—not here, not so young. Oz licks his face and whines, feeling Kyle's fear **intermingled** with his own.



Chapter Eight

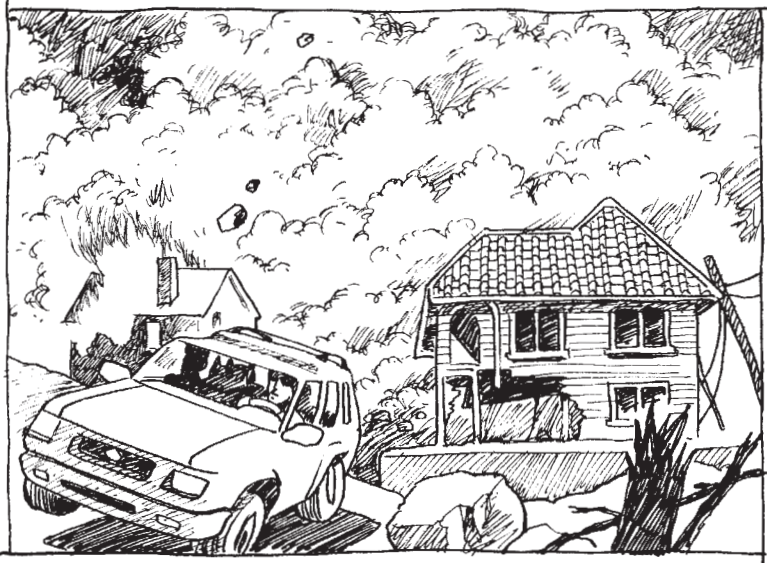
Raven soon finds Kyle's family, and he caws for them to follow him. He takes off, then circles back to see if they are following. Suddenly, Kyle's mother figures out that Raven wants them to follow him. They head off in the direction that Raven is flying. In only a couple of minutes, they are at Kyle's side. Kyle's dad lifts the large branch from his legs. Kyle gets up and limps to the car with his dad's help.

Just as they reach the car, Kyle looks up as he hears an incredibly loud, thunderous crack and sees the ash cloud begin to collapse. Millions and millions of tons of ash, dust, and pumice stone rain back down. Kyle's dad understands immediately what is happening and hurries everyone into the car.

"Come on, we have to get out of here. Everybody in the car—hurry." He is frantically trying to get everyone in the car and settled before the **surge cloud** can gather too much speed. Oz curls up between Kyle and Janet on the back seat, and Raven perches in the back of the SUV.

Kyle watches out the rear window as a massive cloud of ash and dust races down the valley toward the city. There is enough ash in the cloud to bury the entire city, and it seems to be moving faster than their car. Kyle's father tells everyone to make sure they are buckled in and says to hold on tight. He takes off like a race car driver as he tries to outrun the **descending** cloud of dust and ash.





Chapter Nine

Fallen trees, abandoned cars, and very large stones litter the road. The surge cloud is gaining on them. Kyle's dad heads straight for the freeway, driving over lawns and through fields.

Raven is in the back, wishing he had flown on his own. He can make much better time than any car. The cloud behind them looks closer. Still, Kyle's dad drives like crazy, racing toward the freeway. As they reach the outer edge of Shasta City, the surge cloud is gaining on them and about to overtake them. A few large rocks hit the roof of the SUV, and it sounds like someone is pounding on it with a sledgehammer.

Looking out of the windows, they see a gray cloud of dust and ash where they used to live. Lava is flooding down the side of the mountain and may soon reach the city. They have escaped and they are relieved—but sad, knowing their home is buried beneath mud and ash.

As stories of **heroism** emerge, Kyle is recognized for his bravery in saving his dog. Raven is also recognized for his role in the rescue mission. Kyle's wish to see himself on TV comes true. Camera crews and reporters gather around, eager to hear his story. The next day everyone reads about Kyle, Oz, and Raven, and they see them on TV. Kyle becomes worried that all the attention may go to Raven's head. Raven may begin to think he is as smart as a raven, instead of the crow he is. It could take years of therapy to get him back to his normal self.



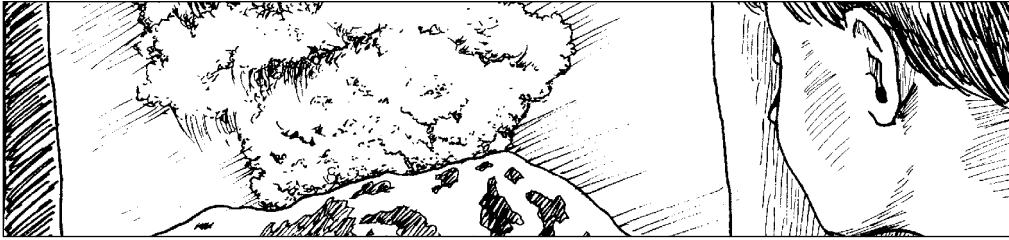
Glossary

accumulated	to build up or collect over a period of time (p. 18)
aspired	hoped to become (p. 5)
avalanche	a mass of loosened snow, earth, or rock suddenly sliding down a mountain (p. 14)
composed	to appear to have one's emotions under control (p. 12)
descending	moving downward (p. 20)
disoriented	lost or confused (p. 15)
fend	to survive alone without anyone's help (p. 14)
generated	produced or created (p. 16)
heroism	the qualities and actions of being a hero (p. 22)
imploring	pleading or begging desperately and honestly (p. 14)
intermingled	mixed together (p. 18)

irony	a series of strangely similar or connected events with an unexpected twist that is either funny or tragic (p. 11)
oblivious	completely unaware (p. 17)
obnoxious	unpleasant and irritating (p. 7)
pumice	a light, porous volcanic rock (p. 13)
spewing	spitting out vast quantities (p. 12)
surge cloud	a giant, deadly cloud of hot ash, dust, rock particles, and gases that falls to Earth after an explosive eruption (p. 20)
therapy	the treatment of physical or mental problems; in the context of this story, the treatment of mental problems through talking with a counselor (p. 10)
unconvincingly	stated with doubt (p. 8)

Name _____

INSTRUCTIONS: The story contains three major problems. Write the three problems in the left column.
Write the three solutions to the problems in the right column.



Problem	Solution
1.	1.
2.	2.
3.	3.

Name _____

INSTRUCTIONS: Follow the instructions in each section below.

A. Verbs and Adverbs

Scan through the story *The Eruption of Mount Shasta* and find 10 verbs. Write an adverb to go with each verb.

Verb

Adverb

B. Nouns and Adjectives

Scan through the story *The Eruption of Mount Shasta* and find 10 adjectives. Write each adjective and the noun it describes.

Adjective

Noun

The Story of Immigration

A Reading A-Z Level X Leveled Reader

Word Count: 1,795

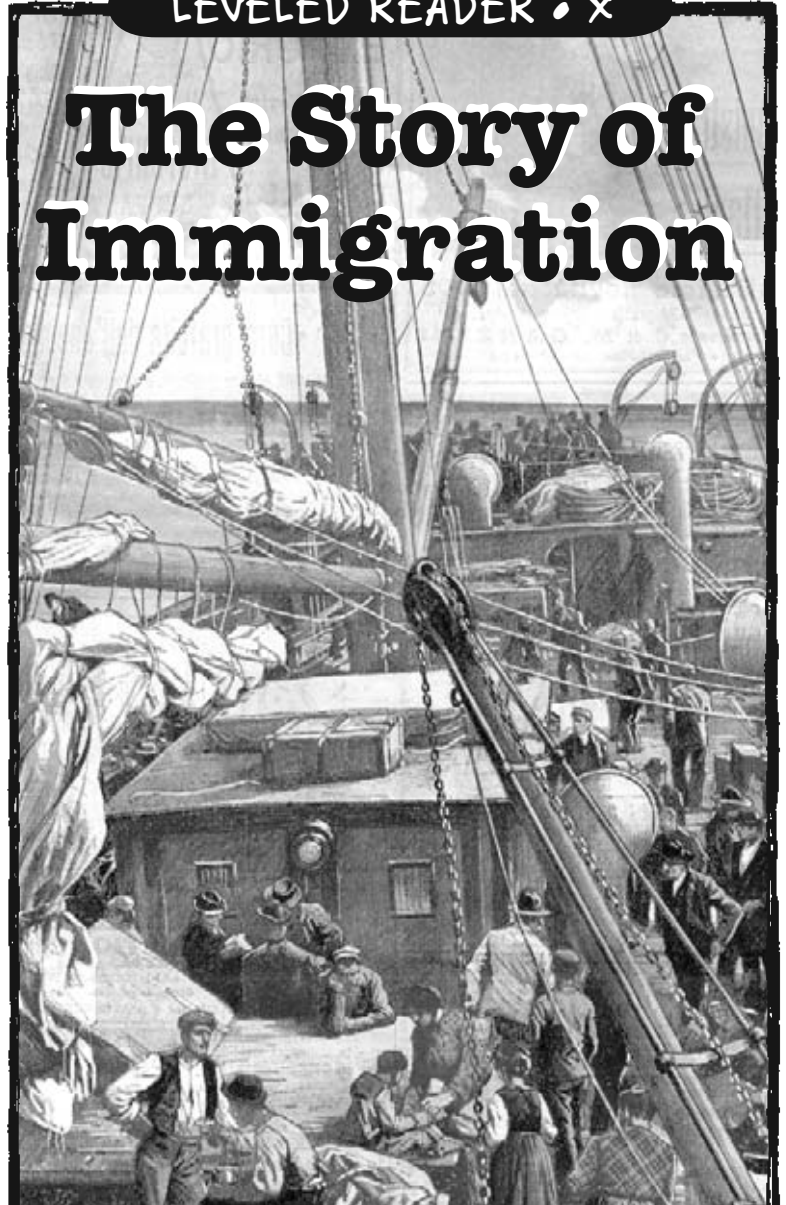


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The Story of Immigration



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Starting a new life

Introduction

Throughout history, humans have moved around the Earth. Even before there were countries with borders, humans moved from region to region seeking a better life. Later, as nations were established, people continued to move. But in order for people to enter a country, they had to seek permission from the government of the country they were entering. These people came to be known as **immigrants**. Their movement was called **immigration**.

This book focuses mainly on people who have immigrated to the United States from many different parts of the world. Since the United States is, in many ways, a nation built by immigrants, it is a good country to study for immigration. But it should be noted that people also immigrate to other countries. In fact, when some Europeans were coming to the United States, many others were going to other areas. Parts of Africa and Australia, regions of Asia, and certain countries in South America were other popular immigrant **destinations**.

During the history of U.S. immigration, there have been several major waves of human movement. This book is about some of those major waves. It is also about some of the main points of interest concerning immigration. As you read, you will learn about the people who immigrated to the United States.



New York Harbor and the Statue of Liberty



Immigrants to the United States recite the Pledge of Allegiance after they take their oath of citizenship on Ellis Island in New York.

Kinds of Immigration

There are two major kinds of immigration—voluntary and involuntary. Voluntary immigrants have moved on the basis of their own willingness and desire to move. They may have done so to escape religious or political **persecution**. Or they may have left their **native** country simply to seek a better life and/or fortune in another land.

The two types of voluntary immigration are legal and illegal. Illegal immigrants often sneak into or are smuggled into a country. Or they may enter legally as visitors, but then they refuse to leave.

Involuntary immigration was the movement forced upon a person by someone else. For example, the Africans who were captured and placed on boats headed for North America or Europe did not choose to leave their native land. They were forced against their will to become slaves and work for people.

Palestinian refugees try to avoid Israeli troops as they walk to the safety of the Jenin refugee camp in 2002.



Do You Know?

There is a special group of immigrants known as refugees. These are people who have left their homeland but have nowhere to go. Each year, the United States government allows a certain number of political refugees into the U.S. There are an estimated 15 million refugees in the world today.

Waves of Immigration

Some historians have identified four major waves of immigration to the United States. The earliest wave occurred before the United States was a country. People came to the New World seeking religious freedom and to start a new life in a location offering many opportunities. This wave lasted from the early 1600s until about 1830. Most of the immigrants were from Western Europe. They settled in the northeastern part of the country. But there were pockets of Spanish immigrants who settled in Florida, and many French immigrants settled north in Canada in the area of present-day Quebec.



Pilgrims landing at Plymouth Rock, Massachusetts, 1620



Arab slave traders in 1754

This was a time of enormous growth in the United States. Workers were needed to help tend crops. It was during this time that many Africans were involuntarily brought to the United States as slaves. In many ways, the United States was built on the sweat and toil of these people. By the time of the American Revolution, more than 500,000 Africans had arrived in what was to become the United States.

Another wave of immigration took place from 1870 until 1890. This wave included a continuation of immigrants from areas similar to the first wave. It also saw many people from Northern Europe, in an area known as Scandinavia, come to America. Asians, especially people from China, were part of this wave. Chinese workers were instrumental in building railroads that led to the settlement of the West.

Land was plentiful and cheap, and workers were needed in the industries that were popping up across the United States.

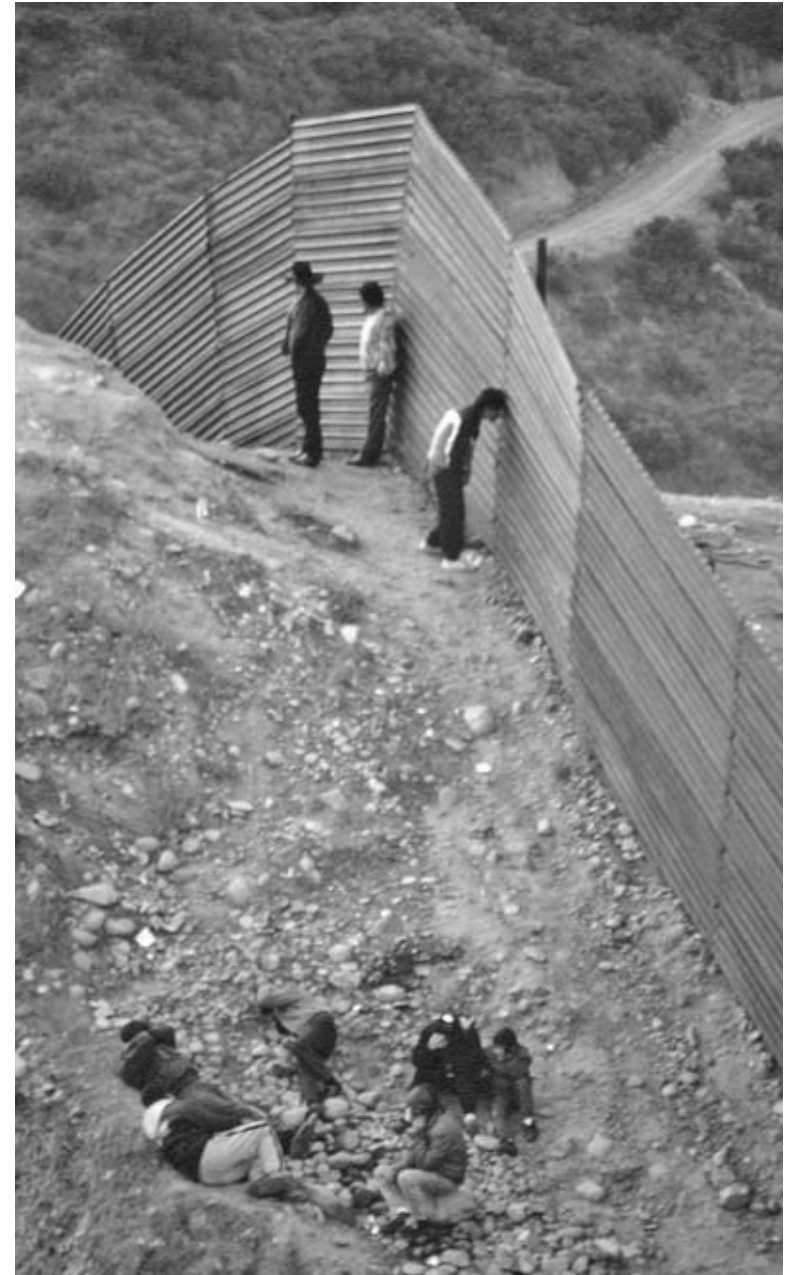
The next wave, which lasted from 1890 to 1930, saw the biggest influx of immigrants to the United States. Their reasons for coming were much the same as those who came during the previous wave. During the peak of this immigration wave, just after 1900, close to a million people came to the U.S. each year. Many of these people came from southern Europe, particularly Italy, and Eastern European countries such as Austria, Hungary, Poland, and Russia.



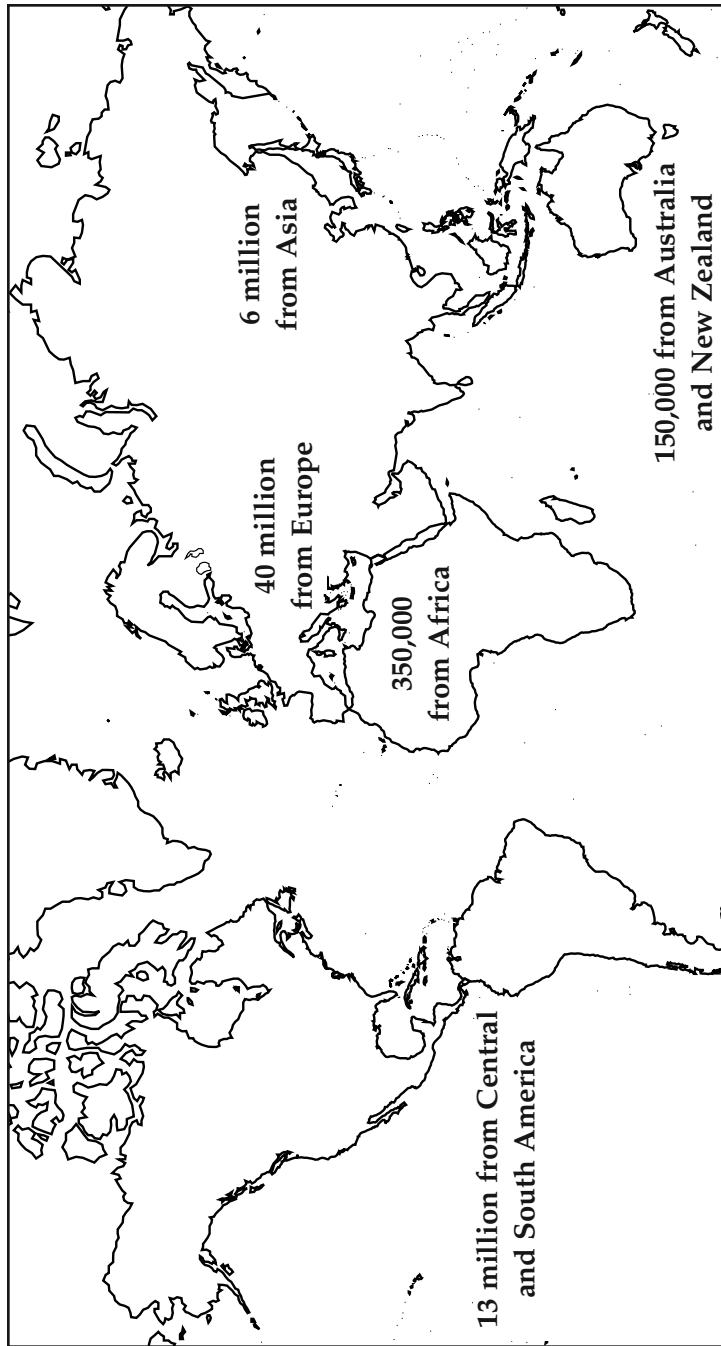
European immigrants arrive in New York just after 1900.

The last wave started in the mid-1960s and is still going on today. This modern-time immigration wave can be linked to civil strife, political upheaval, and war in other parts of the world. The wave consists of many mini-waves. For example, from the 1960s through the 1990s, many Cubans left Cuba to escape the repressive government of Fidel Castro. From about 1965 to 1975, more than 250,000 Cubans were airlifted to the United States.

The wars in Southeast Asia brought many people from Cambodia, Laos, and Vietnam to the United States. The fall of the Shah's government in Iran resulted in an **influx** of Iranians. The breakup of the Soviet Union and the war in Yugoslavia were followed by mini-waves of immigration from these regions. This current wave of immigration has seen many people from Spanish-speaking countries in Central and South America coming to the United States, as well as people from Caribbean nations. These people are looking to escape a life of poverty in their native countries. But not all of them are legal immigrants. In fact, the flow of illegal immigrants across the Mexican border has presented a serious problem.



Mexicans wait to cross the border to the United States near the city of Tijuana.



Origins of United States Immigrants, 1880–1990

Immigration Laws

Prior to the U.S. Revolution, most of the immigrants to the United States came from the western part of Europe. Many had the same religious and **ethnic** background. Few restrictions were in place at that time. Individual colonies controlled the admission of immigrants. Some colonies even gave away land to encourage people from Europe to settle. After the Revolutionary War, laws were passed stating how long an immigrant was required to live in the U.S. before citizenship was allowed.



Conditions on ships were difficult and uncomfortable for immigrants.



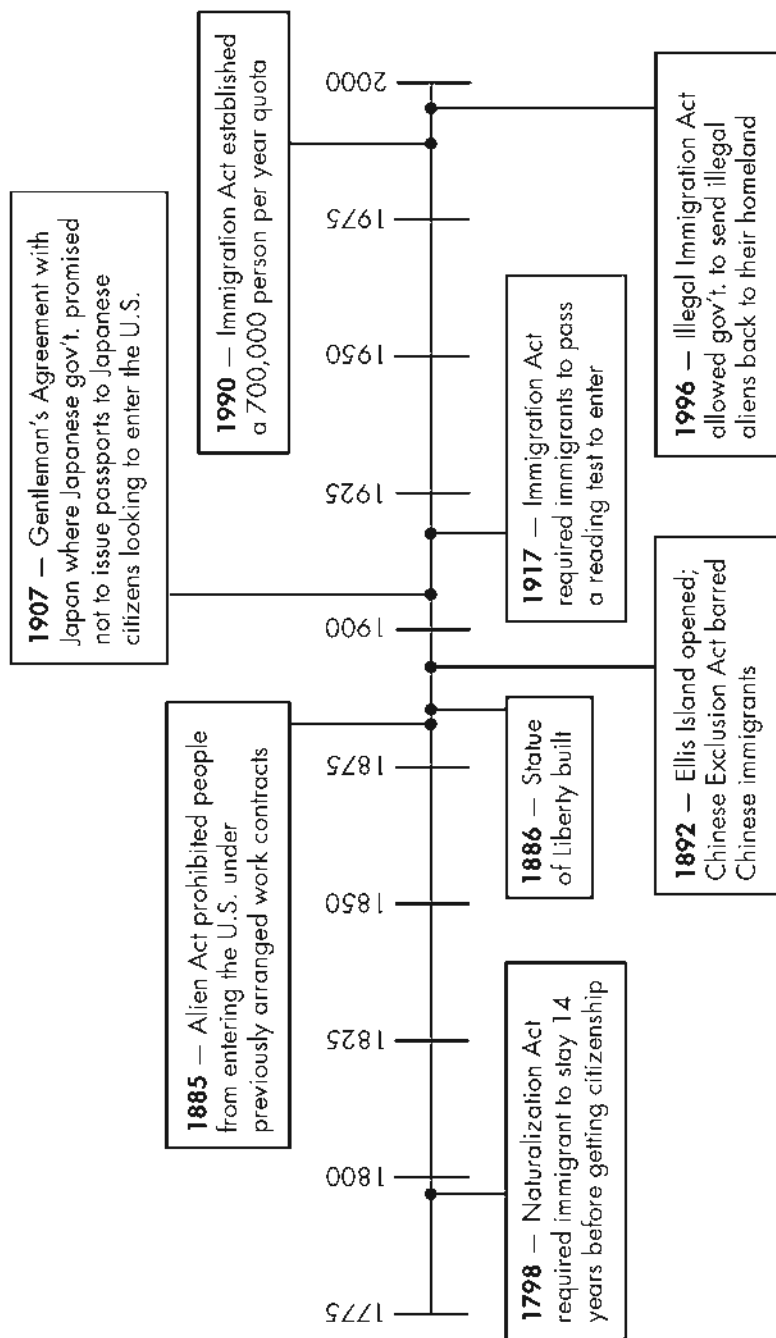
Chinese butcher and grocery shop, Chinatown, San Francisco, around 1905.

After the U.S. Revolution, people from other parts of the world began to arrive. At first they came from other parts of Europe, such as Eastern Europe, Italy, and Russia. In addition, immigrants began to arrive from Asia, particularly from China and Japan. They brought in different cultures and religions. These new immigrants from other regions of the world were not welcomed by those who had already settled in the United States. As a result, people put pressure on the government to pass laws to keep immigrants from these countries out of the United States.

One such law was the Chinese Exclusion Act of 1892. This act was designed to keep Chinese immigrants from settling in the United States. Another law, passed in 1917, excluded certain groups of people and required immigrants to pass a reading test. In 1921, the first **quota** law was **imposed**. This law was designed to put a quota, or limit, on the number of people who could enter the United States from any one nation. The first quota law limited immigrants from Europe to 3 percent of the number of people from a given area living in the United States.

Even today, there are attempts to pass laws that would restrict immigration to the United States. Some propose to reduce immigration to fewer than 20,000 people per year. In 1990, a law set a quota of 700,000 immigrants per year through 1993. In 1996, another law was passed to permit illegal immigrants to be returned to their homeland.

Immigrants to United States, 1821–1995		
1821–30.....	143,439	1931–40..... 528,431
1831–40.....	599,125	1941–50..... 1,035,039
1841–50.....	1,713,251	1951–60..... 2,515,479
1851–60.....	2,598,214	1961–70..... 3,321,677
1861–70.....	2,314,824	1971–80..... 4,493,314
1871–80.....	2,812,191	1981–90..... 7,338,062
1881–90.....	5,246,613	1991–95..... 5,230,313
1891–00.....	3,687,564	
1901–10.....	8,795,386	TOTAL 62,215,942
1911–20.....	5,735,811	
1921–30.....	4,107,209	



Symbols of Immigration

Most of the people who came to the United States during the early peaks of immigration came through New York City on the east coast and San Francisco on the west coast. Three major symbols of immigration emerged: Ellis Island, Angel Island, and the Statue of Liberty.

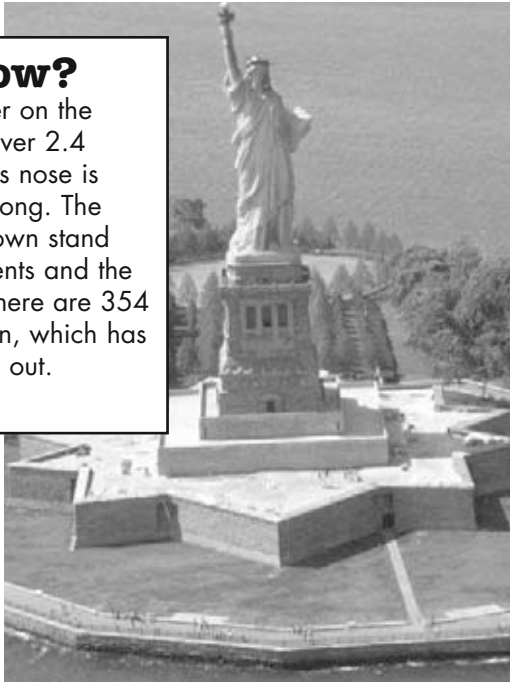
Before immigration centers were established, immigrants were often simply dumped onto a wharf and left to fend for themselves. Many brought disease into the country. To keep track of those entering the country, centers were built to process records for immigrants.

Immigrants entering through New York City went to an immigration center called Ellis Island. Located in New York Harbor, it was the place where most immigrants first set foot on U.S. soil. Immigrants were given a routine medical exam by a doctor. An official record was made of who they were, where they were from, and where they were going. Sometimes immigrants were held in a center for days or even weeks. Ellis Island was an immigration center from 1892 until 1943, and it symbolized immigration to the United States.

Do You Know?

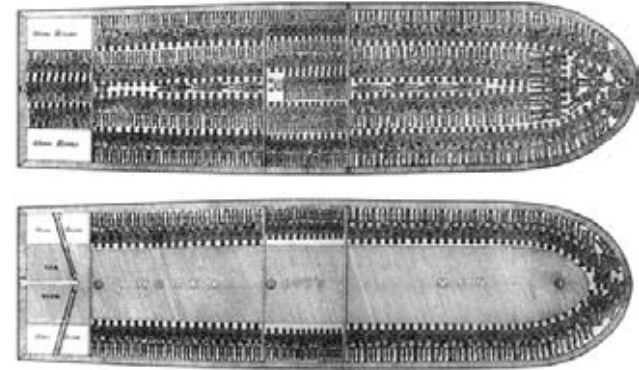
One index finger on the Statue of Liberty is over 2.4 meters (8 ft.) long. Its nose is 1.4 meters (4.6 ft.) long. The seven rays in the crown stand for the seven continents and the seven major seas. There are 354 steps up to the crown, which has windows for looking out.

The Statue of Liberty stands inside the courtyard of the star-shaped walls of Fort Wood, on what is now called Liberty Island.



On the West Coast, a less well-known center was established on Angel Island in San Francisco Bay. This became the major processing center for immigrants coming to the U.S. from Asia.

Perhaps the best-known symbol of immigration in the world is the Statue of Liberty. It was a gift from the people of France to the people of the United States. The Statue of Liberty symbolizes freedom and hope to all those entering the United States. It stands more than 46 meters (300 ft.) tall from the ground to the tip of its torch.



Plan of how slaves were stowed on a 1700s British slave ship

How They Arrived

Most immigrants during the first three immigration waves arrived in the United States by boat. The trip over the ocean was long and often unpleasant. Slaves experienced the worst conditions. They were packed tightly into the cargo holds of wooden boats and given little food and water. Fresh air was scarce. It is not surprising that many did not survive the trip.

Many of the early European immigrants signed on with captains of ships. They worked for free passage to the New World. Once they arrived, the captains sold them as **indentured** servants. This means that they had to work for several years for the person who paid for them. They worked until their debt was paid, and then they were set free.

Even in modern times, many immigrants arrive by boat. People from various Caribbean nations, including Cuba, have come on small boats. Others from China have been smuggled in on large ships. Many Mexican immigrants cross the border on foot and by swimming across the Rio Grande River. In most of these cases, the immigration is illegal.

Today, airplanes are a common way for legal immigrants to get to the United States. Family members living in the United States or agencies who sponsor immigrants often provide airfare.



Two Cuban men in the waters off Florida, 1994



Do You Know?

The first permanent settlement by Europeans in the United States was in St. Augustine, Florida. It was settled by Spanish immigrants.

Shrine of Our Lady of La Leche,
St. Augustine, Florida

Conclusion

Throughout history, people of the world have been on the move. Many leave their country of birth and go to a new country. These immigrants move for many reasons. Some move for religious and political reasons. Others move simply for the hope of a better life. Others move to be reunited with family members.

The United States is a popular destination for many immigrants. They came before the United States was a country and continue to arrive today. There have been major waves of immigration. During the peak of immigration, nearly 1,000,000 people came to the United States each year.

Explore More

On the Web:

- ❶ In the address window, type: *www.google.com*
- ❷ Then type: *immigration*. Click on “Google Search.”
 - Read the colored links. Click on one that looks interesting.
 - To explore other links, click the “back” arrow on the top left until you get back to the page with the links that Google found.
 - Then try searching using other words from this Quick Reader, such as: *Ellis Island, Angel Island, Statue of Liberty, refugees, indentured servants, illegal immigrants, and quota*.

Try This!

Get a world map. Do research on popular immigration routes. Draw these routes on your map. Compare your map with others in class.

Try This!

Imagine you are an immigrant to the United States and are discriminated against by other immigrants. Write a letter to someone back home telling how you feel about that.

Glossary

destination	the place toward which someone or something is going or sent (p. 5)
ethnic	designating a group of people with a common cultural heritage or nationality, distinguished by customs, characteristics, language, and common history (p. 14)
immigrant	a person who comes to a new country, region, or environment, especially for the purpose of settling there (p. 4)
immigration	an act or instance of immigrating; also, the number of immigrants entering a country or region at a particular time (p. 4)
imposed	a law, tax, quota, or burden set by an authority (p. 16)
indentured	a contract binding a person to work for another for a given period of time (p. 20)
influx	a continual coming in of people or things (p. 11)
native	belonging to a country or location by birth (p. 7)
persecution	cruel oppression or harassment, especially for reasons of religion, politics, or race (p. 6)
quota	a set number that limits the amount of something (such as immigrants from a certain country); also, a set number that serves as a target, such as a sales quota (p. 16)

Name _____

INSTRUCTIONS: Fill in the boxes in the left-hand column with the main idea from four chapters of your choice in *The Story of Immigration*. In the boxes on the right, fill in details from each chapter that elaborate on the main idea.

Section Heading & Main Idea	➔	Details
Section Heading & Main Idea	➔	Details
Section Heading & Main Idea	➔	Details
Section Heading & Main Idea	➔	Details

Name _____

INSTRUCTIONS: Follow the instructions for each section below.

A. Past Tense

Write a paragraph with the verbs in past tense (where the action of the verb has already happened).

B. Present Tense

Write a paragraph with the verbs in present tense (where the action of the verb happens now).

C. Future Tense

Write a paragraph with the verbs in future tense (where the action of the verb will happen someday).

What Makes You, You?

A Reading A-Z Level X Leveled Reader

Word Count: 1,960

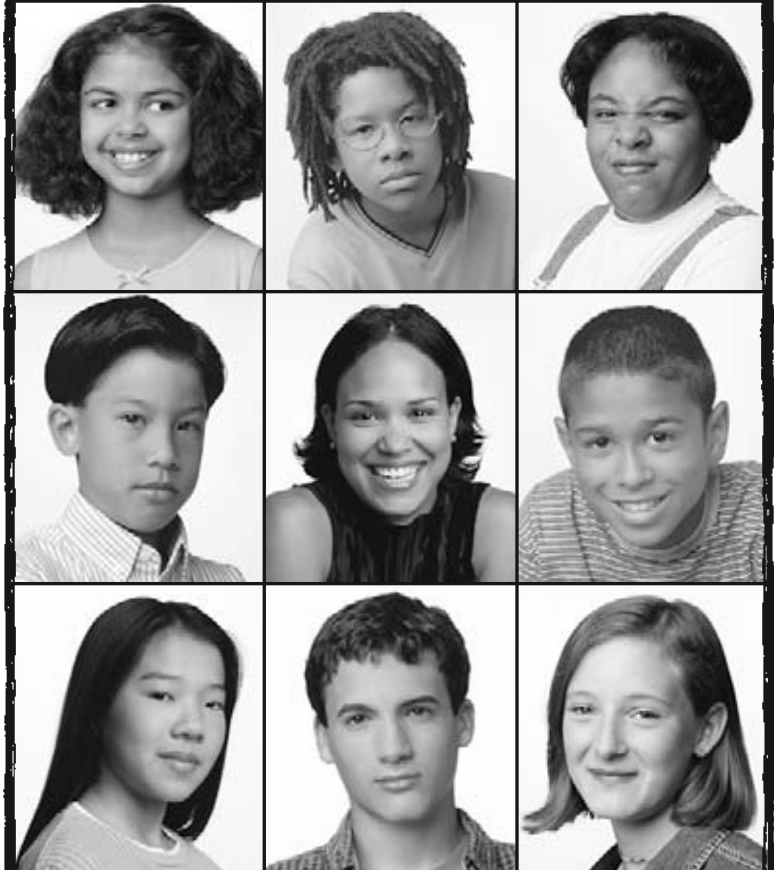


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Back cover: A lab technician works with a new research tool called DNA microarray technology, which can identify genes that are active in specific parts of the body.

What Makes You, You?
Level X Leveled Reader
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Genes make every
person unique.



Introduction

Have you ever wondered why your hair is brown, while your best friend's is blond? Have you ever wondered why you have brown eyes, while your brother has blue eyes? Have you ever wondered why you look like your parents? Just *what* is it that gives you all of your individual characteristics?

The answers to these questions have to do with **heredity** and **genetics**. Heredity is the way **traits**, such as hair and eye color, are passed on from one generation to the next. Genetics is the field of science that studies how these traits are passed on. In the following pages, we will take a closer look at genetics and answer some of these questions about what makes you, you.

Brief History of Genetics

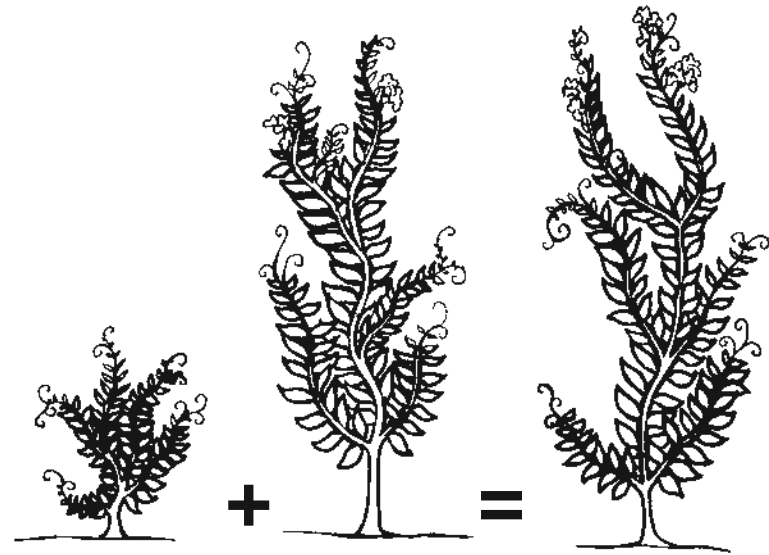
When did we first learn about heredity?

The idea of heredity has been around since ancient times; even long ago, people understood that certain traits could be passed from one generation to the next. Using this basic knowledge, they were able to **domesticate** animals by breeding those with desirable traits, such as cows that gave a lot of milk or chickens that laid many eggs. They also used this knowledge to create new food crops, such as larger, more nutritious types of wheat and rice.

Although ancient people understood basic heredity, the science of genetics didn't begin until around the 1850s and 1860s, when an Austrian man named Gregor Mendel began to study the heredity of pea plants.



Gregor Mendel



Crossing a short pea plant with a tall pea plant creates a tall pea plant.

Mendel wondered what would happen if he crossed a very short pea plant with a very tall pea plant. He expected the plant to be medium height, the size right in between the very short plant and the very tall plant. He was surprised by what he discovered. When a short plant was crossed with a tall plant, the resulting plant always turned out tall!

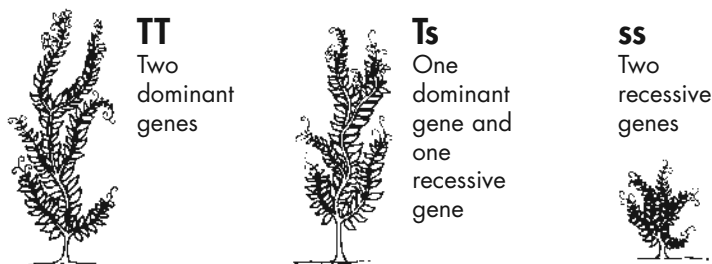
Mendel went on to study other traits of pea plants, such as seed color and whether the seeds were round or wrinkled. When he crossed pea plants with other pea plants possessing opposite traits (like short with tall, or smooth-seeded

with wrinkled-seeded), he discovered that the resulting plant always looked like one or the other, rather than like a mix of both.

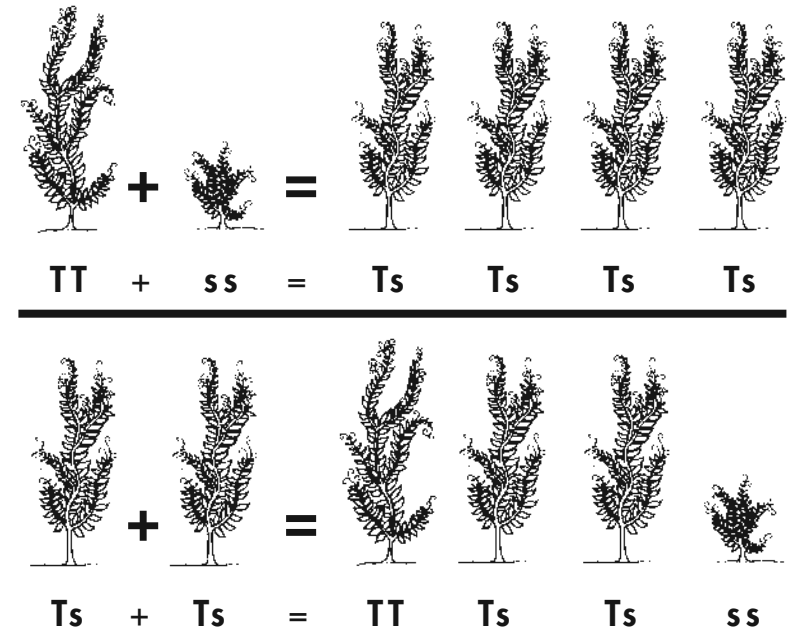
To explain these results, Mendel came up with the idea of units of heredity, now called **genes**, that transfer traits from one generation to the next. These genes are typically found in pairs. The **offspring** receives one gene from one parent and the other gene from the other parent.

Genes, which carry all hereditary traits, are either **dominant** or **recessive**. Dominant genes always **override** recessive genes. For example, in Mendel's experiments, he found that the gene for "tall" in pea plants is dominant, and the gene for "short" in pea plants is recessive. A purebred tall pea plant has two dominant "tall" genes. A purebred short pea plant has two recessive "short" genes.

When he crossed a purebred tall pea plant



Dominant genes are represented by uppercase letters. Recessive genes are represented by lowercase letters.



with a purebred short pea plant, the offspring received one dominant "tall" gene from the tall pea plant and one recessive "short" gene from the short pea plant. An offspring with one dominant tall gene and one recessive short gene is always tall, because the "tall" gene completely overrides the "short" gene (top row above). It was from these simple pea plant experiments that the field of genetics was born.

The second row above shows what happens when the parent plants both have one "tall" gene and one "short" gene. The offspring may have one of three different combinations (**TT**, **Ts**, or **ss**).

Acquired vs. Inherited Traits

From Mendel's experiments on pea plants, scientists began to learn why some traits are passed on from one generation to the next and why some traits are not. However, while the traits of pea plants are straightforward, the traits of people can be very confusing.

Acquired Traits

All sorts of things can affect a person's appearance. Genetics and heredity are some of these things. Behavior and the environment are other things.

You can think of inherited traits as those that you are born with and cannot change, such as your height or the color of your hair and eyes.

Do you know?

A common mistaken idea called Lamarckism was named after the French biologist LaMarck. In 1801, he wrote that acquired traits could be inherited. He suggested that if a giraffe stretched its neck out reaching for food, its offspring would inherit that long neck. But that's not the case. Only genetic traits—not traits an organism gains over its lifetime—can be passed on.

However, sometimes you can change the appearance of inherited traits or **acquire** new traits. For example, you can change your appearance by wearing high heels if you are short, or by wearing blue-colored contact lenses if your eyes are brown.

You will appear to be tall and have blue eyes, but these changes are not permanent; they do not actually change the way you are. You will still be short with brown eyes when you take off your shoes and your contact lenses. However, some environmental traits can be permanent; for example, poor nutrition may cause someone to be short, even if he or she has "tall" genes.



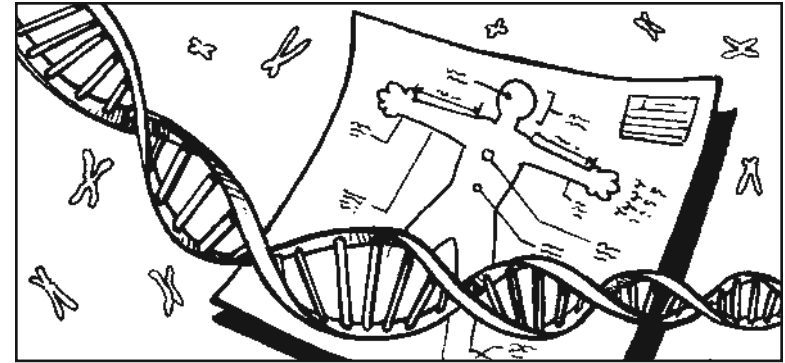
Tall shoes can make a woman seem tall, even if she is not.



Driving a car
is an acquired ability.

Other traits are acquired, such as the ability to drive a car. It is not something you are born knowing how to do. There are all kinds of acquired traits. Some of these include the ability to swim, dance, tell good jokes, cook, juggle, and lots more.

There are even traits that come from a mixture of heredity and the environment. For instance, every human is born with the ability to learn how to speak and use language. But depending on where you were raised, you may have learned to speak Dutch, Spanish, Swahili, or Korean.



DNA works like a blueprint for building your body.

Inherited Traits

Genes, Chromosomes, and DNA

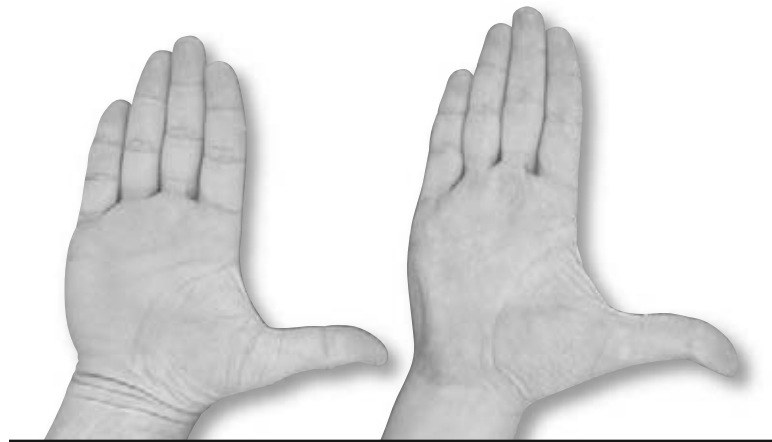
As Mendel discovered with pea plants, traits are passed down from parents through genes. You can find your genes on rod-shaped structures, called **chromosomes**, inside your cells. Chromosomes carry the genes that determine if you will be a boy or a girl, and all the other characteristics you inherit from your parents.

Genes are made of even smaller molecules called **DNA**. DNA molecules are found in all your cells. You can think of DNA as a code or a blueprint of how a living thing is put together. DNA molecules carry all the information needed to make any living thing. Every living thing that you can think of was put together following the blueprint provided by its DNA.

Dominant vs. Recessive Traits

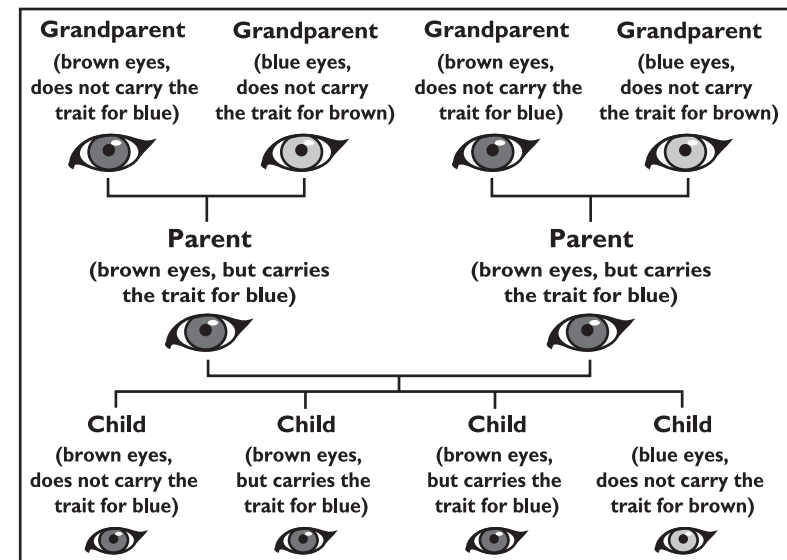
Let's get back to genes. For now, genes are as small as we need to go. Each parent carries two genes for most simple characteristics, like eye color, dimples, and tongue rolling. As explained earlier with Mendel's pea plants, a gene is either dominant or recessive. A dominant gene is stronger and will always win when combined with a recessive gene.

For example, say your mother has brown eyes and your father has blue eyes. You receive one brown-eye gene from your mother and one blue-eye gene from your father. Brown-eye genes are dominant, while blue-eye genes are recessive. The brown-eye gene wins out over the blue-eye gene. That means you would have brown eyes.

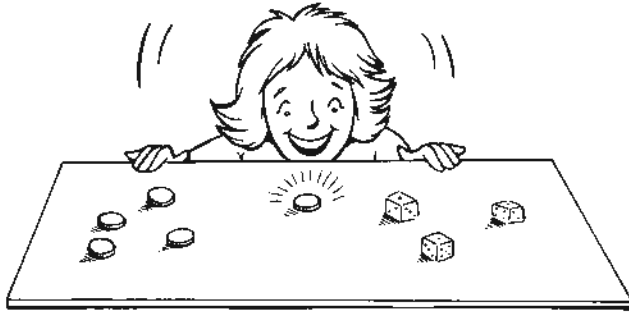


Having a straight thumb (left) or a bent thumb (right) is another genetic trait.

This is where it gets a little confusing. Now, just because you have brown eyes does not mean all your children will have brown eyes. You are still carrying one recessive blue-eye gene. If that recessive gene gets paired with another recessive blue-eye gene, your child will have blue eyes. However, if that recessive blue-eye gene gets paired with a dominant brown-eye gene, or if you pass on your own dominant brown-eye gene rather than your blue-eye gene, your child will have brown eyes. When parents have both dominant and recessive genes, it is difficult to say what genes the child will receive. This may be easier to visualize by using a Punnett square.



Depending on the mix of genes, people with brown eyes can still have children with blue eyes.



The odds for an individual coin toss do not apply to many coin tosses. The same goes for the odds of heredity.

Using a Punnett Square

You can use a Punnett square to help figure out the odds of two parents passing on particular genes to their children. It does not guarantee that these odds will happen in real life. It's like tossing a coin. There is a 1-in-2 chance that the coin will come up heads and a 1-in-2 chance that it will come up tails. But that doesn't mean it can't come up heads five times in a row.

An example might help. What would be the odds of having a child with brown eyes if the mother has brown eyes, with one dominant brown-eye gene and one recessive blue-eye gene, and the father has blue eyes with two recessive blue-eye genes? Let's use a Punnett square to figure this out. We'll use a capital "BR" for the dominant brown-eye gene, and a small "bl" for the recessive blue-eye gene.

First, chart the mother's pair of genes along the top of the Punnett square. Align one gene with the boxes on the left and the other gene with the boxes on the right. Chart the father's gene pair along the left side of the Punnett square, like this:

		Mom (brown eyes)	
		BR	bl
Dad (blue eyes)	bl		
	bl		

Next, carry the genes from the mother down from the top. Write each one in each of the boxes below it, like this:

		Mom (brown eyes)	
		BR	bl
Dad (blue eyes)	bl	BR	bl
	bl	BR	bl

Then carry the genes from the father across from the left. Write them in each of the boxes to the right, like this:

		Mom (brown eyes)	
		BR	bl
Dad (blue eyes)	bl	BR bl	bl bl
	bl	BR bl	bl bl

Now, count the gene pairs that contain at least one dominant gene, and then compare them with the total number of gene pairs. Do the same with the pairs that contain only recessive genes. There is a 2-in-4, or 50 percent, chance the child will have brown eyes and a 2-in-4, or 50 percent, chance the child will have blue eyes. You can use a Punnett square with other simple genetic traits, too.



Tracking Simple Genetic Traits

You can use a Punnett square to figure out from which parent you inherited a particular trait. For example, can you roll your tongue? Tongue rolling is a dominant trait; if you have it, you can be sure at least one of your parents has it, too. But if you can't roll your tongue, you know you inherited recessive genes from both parents, even if they both have one dominant gene and can roll their tongues.



Tongue rolling is a genetic trait. You can't learn it if you can't already do it!

Attached earlobes are a recessive trait. If both of your parents have attached earlobes, then you and all your brothers and sisters will, too.

Dimples are another dominant trait. Do you have dimples? Do either of your parents have dimples? What about your grandparents?



An attached earlobe (left) and an unattached earlobe (right)

Do you know?

Albinism is a genetic trait. Albinism is when a person or animal has no pigmentation in the skin, making it appear very white. Albinism occurs when a person inherits a recessive group of genes for the skin from each parent. The irises, or colored part, of their eyes are colorless, too. The blood vessels in the eyes make them appear red. You may have seen common albino rats and rabbits with pinkish eyes.

Genetics in Our Future

Besides all the fun things, like figuring out whether you got your blue eyes from your mom's side of the family or your dad's, and who in your family are tongue rollers, genetics is used in very practical and important ways. Understanding more about the genetic makeup of humans can help scientists diagnose and treat genetically transmitted diseases. New medicines can be developed to fight the diseases.

Genetics recently has helped law enforcement officers fight crime. Crimes have been solved by identifying criminals using their DNA from small samples of hair, skin, or fluid. The FBI has opened a national database of genetic information to help law enforcement keep track of and find criminals.



A scientist compares several DNA samples.



Some farmers delight in growing enormous prize vegetables.

Genetics is also helping farmers increase the production of food crops to meet the demands of the world's growing population. Scientists create grains, vegetables, and fruits that look better, last longer, have extra nutrients, and are more plentiful.

Although many of these discoveries are very useful, some believe that tampering with genes may cause harm to our world. How will organisms that have been genetically altered affect our environment and us? This is something that scientists, and all of us, must think about.

Conclusion

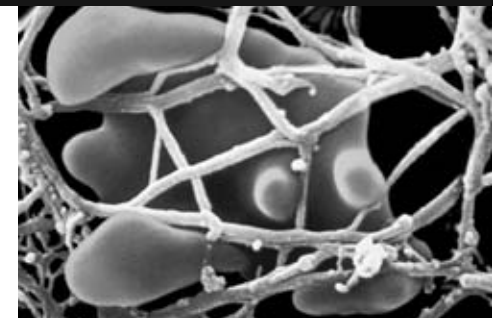
So, just *what* is it that makes you, you? You now know that much of the way you look and the way you are is inherited from your parents. They pass down genes, or units of heredity, that have transferred traits from your grandparents to your parents, and then from your parents to you.

There is a lot more to learn about genetics. Many people spend their entire lives studying genetics. Not only will understanding more about genetics be important in the future, it is also sure to be fun and interesting!

Do you know?

Some genetic traits are linked to your gender. Hemophilia (hee-mo-FEEL-ya) is a genetic disease that is linked to males. People with hemophilia are unable to produce a blood-clotting agent called fibrin, and they bleed very easily. Men and boys with hemophilia often need blood transfusions.

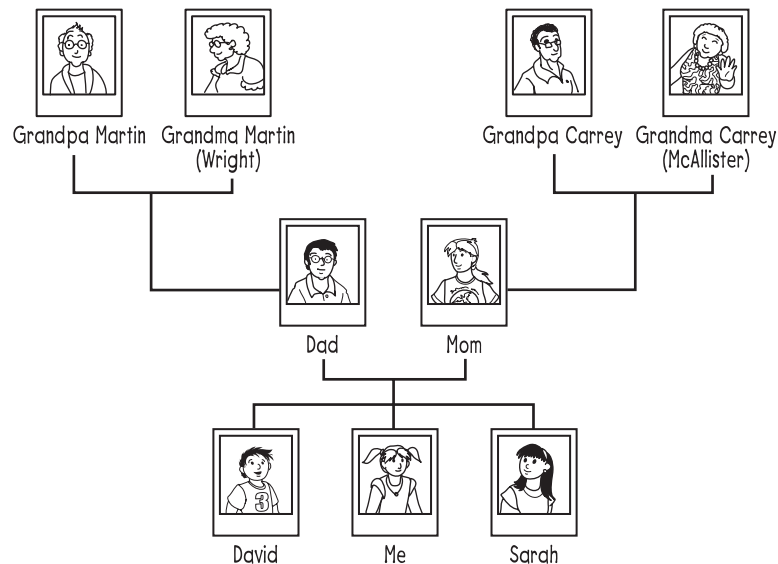
This photograph shows a blood cell (background) and the web-like clotting agent, called fibrin.



Try This! Make a family tree.

Use pictures of your family to create a diagram of your family history, called a family tree. A family tree usually begins on top, with your earliest known relatives. Below each couple, write the names of their children. Then, below each child, write the names of her or his children.

To find out this information and other facts about your family, ask your parents, grandparents, and other relatives some questions, and write down the answers on your family tree. Where were your parents born? Where were their parents born? You can make the diagram as simple or as complicated as you want, depending on how much information you can find.

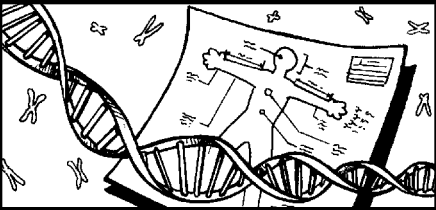
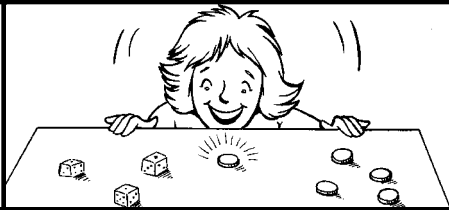


Glossary

acquire	to learn or develop something through experience (p. 10)
chromosomes	rod-shaped structures inside your cells that carry all genes (p. 12)
DNA	a code of how a living thing is put together found in all cells (p. 12)
domesticate	to raise an animal so that it will more easily live with or near people (p. 5)
dominant	the gene carrying the stronger trait; it will always override a recessive gene. (p. 7)
genes	units of heredity, which transfer traits from one generation to the next (p. 7)
genetics	the field of science that studies how traits are passed on (p. 4)
heredity	the way traits, such as hair and eye color, are passed on from one generation to the next (p. 4)
offspring	progeny; young; children (p. 7)
override	to take priority over something else; to outweigh something (p. 7)
recessive	the gene carrying the weaker trait; the dominant gene will always override it. (p. 7)
traits	individual features or details (p. 4)

Name _____

INSTRUCTIONS: Look over the KWL chart below before reading the story, and fill in the first two columns.
Read the book once and then reread it, filling in the information as you go.

	What I ...	
Know already	Want to find out	Learned from reading the book

WHAT MAKES YOU YOU? • LEVEL X • 1

SKILL: COMPREHENSION

Name _____

INSTRUCTIONS: Make new words from the words below by adding the suffixes *-ive*, *-itive*, and *-ative*. Some of the word endings might change slightly from the original. Then use the new words in a sentence of your own. Use a dictionary if you need help.

Words	New Words	Sentences
adapt	_____	_____ _____ _____
compete	_____	_____ _____ _____
conserve	_____	_____ _____ _____
describe	_____	_____ _____ _____
disrupt	_____	_____ _____ _____
digest	_____	_____ _____ _____
repeat	_____	_____ _____ _____
represent	_____	_____ _____ _____

Meeting Mrs. Pierce

A Reading A-Z Level X Leveled Reader

Word Count: 3,027

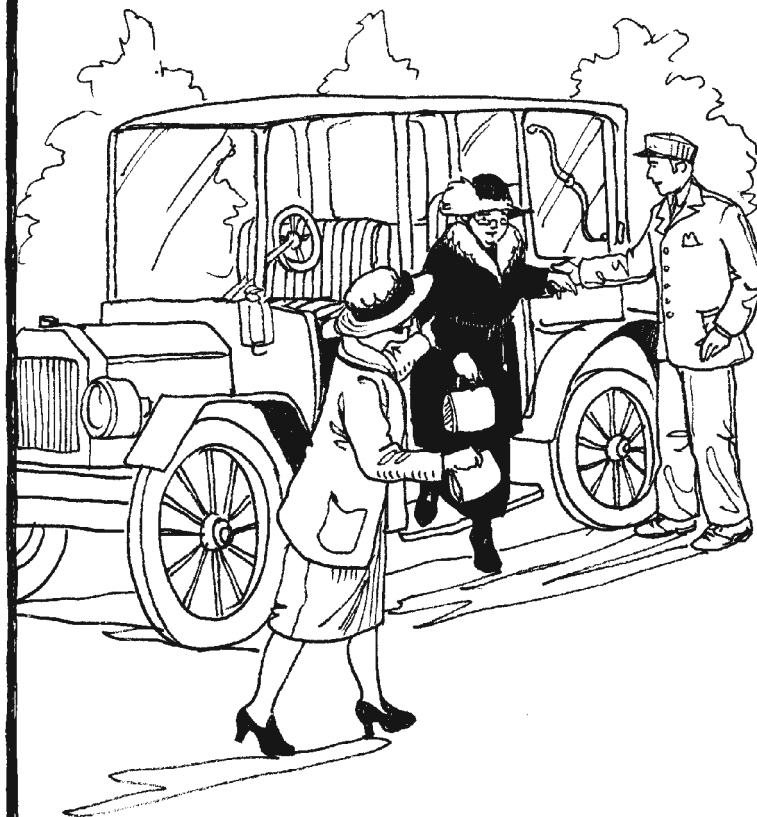



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Meeting Mrs. Pierce



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Illustrated by Marcy Ramsey

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About Women's Suffrage

Less than 100 years ago, women's lives were very different than they are today. Women were expected to obey their fathers until they were married, and then to obey their husbands. They

could not own property or sign contracts in their own names. They did not even have **suffrage**, which means the right to vote.



The struggle to change that second-class status began in 1848. On July 19 and 20, a group gathered in Seneca Falls, New York, for a Woman's Rights Convention. At the end of the meeting, one hundred people—68 women and 32 sympathetic men—signed a declaration stating the rights of women as human beings and citizens. This launched a movement that fought for women's right to vote, a movement known as the Women's Suffrage Movement.

The fight for the vote went on for seventy-two years. Women marched and demonstrated. They were insulted, pelted with everything from tomatoes to rotten eggs, and were even arrested, but they would not quit, and in fact, only increased their activity with time.

In 1919, Congress finally passed the Nineteenth Amendment to the Constitution, giving women full suffrage. It went to the states for **ratification**, or approval, and on August 26, 1920, it became the law of the land. Of the 68 women who signed the declaration in Seneca Falls, only one lived long enough to vote. She was Charlotte Woodward, or Charlotte Pierce after marriage. She was still a teenager when she attended the convention and over 90 when she was able to vote in 1920. This is the Mrs. Pierce who appears in the story.



Prologue

Charlotte Hartley dressed with special care on that crisp November morning in 1920. After all, it was a historic occasion; women had finally won the right to vote. Today, 21-year-old Charlotte would be one of thousands to cast her first ballot, and she wanted everything to be perfect.

Her parents were still in the breakfast room when she got downstairs. Father never looked up from his morning paper, but considering all that had happened, Charlotte didn't expect anything else. Mama wiped her hands on her apron and managed an uncertain smile. "You're going so early?"

"Mrs. Pierce's idea," said Charlotte. "I'm meeting her at the courthouse."

Mama nodded, blinking back tears. "Give her my best," she whispered. Mother and daughter embraced, and then Charlotte left without a backward glance. She caught a motorbus to the courthouse. The wheels clattered and the seats creaked, but Charlotte scarcely heard, because she was remembering the day ten years ago when it all started.



Chapter 1

The summer Charlotte turned eleven, her life changed. It started one Saturday as she was curled on the couch reading *Little Women* for the third time, when a great, gusting sneeze startled her. Her father loomed in the parlor doorway, looking at her with red-rimmed eyes.

"Why is your mother out? Go fetch her, please," he said. "Tell her I have a rotten cold and I'm going up to bed." He took out a handkerchief and blew his nose. Charlotte closed her book without even bothering to mark the page. Of all the days for Father to come home early, this was the absolute worst. She started talking without knowing quite what she wanted to say. Father told her to stop babbling, but telling Father something he didn't like to hear was not an easy thing to do.

"Poor Elvira Foley wasn't feeling well," Charlotte finally stammered, "and Mama went to be with her." It wasn't exactly a lie—Mrs. Foley really was suffering one of her famous spells, but she had still come to walk with Mama to the secret meeting.

Father muttered something about women **gadding** everywhere in creation, and then he sneezed again. "Well, go get her, and be quick about it."

"Yes, sir," said Charlotte, and she was off. She took her bicycle and rode leaning into the wind, her auburn hair whipping behind her, pedaling as fast as she could. It was not the least bit ladylike, but she didn't care if anyone stared. This was an emergency. She raced down tree-lined streets of **brownstones**, past blocks of skinny row houses, and into the center of town. At the Methodist Church, she stopped in front of the social hall and rushed inside.

There were signs everywhere: VOTES FOR WOMEN; WOMEN ARE CITIZENS, TOO; WOMAN SUFFRAGE NOW. Charlotte spotted her mother talking to an old woman with skin like crumpled parchment. She remembered her manners just long enough to apologize for interrupting, and then she launched into her story.

By the time she finished, her mother's face was pasty pale. "Of all the times for him to come home early," she murmured, sounding scared. "If he finds out where I am, he'll be furious."

The old woman patted Mama's hand. "Now don't you worry, Edith; come along with me." The woman led the way outside to a green Ford Town Car, which was the prettiest, shiniest thing Charlotte had ever seen.

"The driver will take you home and come back for the rest of us," said the woman. "Your husband will never know where you were."

Tears welled in Mama's eyes. "Thank you, Mrs. Pierce," she said, and the two women embraced. Charlotte would have loved to ride in the Town Car, but there was no time for loading her bicycle. She followed, this time sitting erect and pedaling at a decidedly ladylike pace.



When Charlotte got home, Mama had everything under control. She had given Father hot tea with lemon juice and honey and rubbed his chest with **mentholatum**, and now he was sleeping peacefully. Mama sang to herself in the kitchen, stopping long enough to give Charlotte a big hug and to tell her how smart she had been. "If you hadn't kept your head today, your father might have found me out, and that would have been the end of my suffrage work."

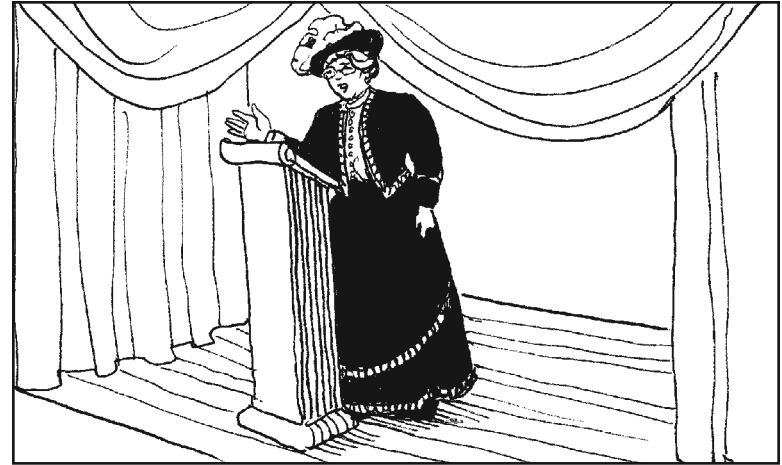
"But why?" The question had been bothering Charlotte for a long time. Mama went sneaking around as though she were robbing banks or something equally terrible, but the suffragists only wanted to vote, so why would anybody—even Father—object to that?

"They have a **serviceable** list of reasons," said Mama. "Women have no head for politics or business . . . they don't belong in public life. The husband's job is to provide for the wife and family while the wife bears the children, raises them, cares for the home, and obeys her husband in all things."

"Sounds dull," said Charlotte.

Mama burst out laughing. "Daughter dear, I think it's time you went to a suffrage meeting."

That suited Charlotte just fine.



Chapter 2

During the pleasant days of June through the steamy-hot ones of July, Mama hinted at a surprise. To Charlotte, "surprise" was one of the most magical words in the English language. She asked dozens of questions, **pestering** and probing, even trying to trick her mother into revealing something. Nothing worked.

Then at the suffrage meeting, Charlotte knew something was **afoot** the minute she walked in the door. Mrs. Pierce was waiting with two saved seats in the front row. In spite of the midsummer heat, the meeting was well attended. The women dressed for comfort rather than fashion, most without gloves, and some had taken off their hats. They sat fanning themselves with the leaf-shaped pasteboard fans that churches had by the boxful.

The president called the meeting to order, and after the prayer and Pledge of Allegiance, she asked for introductions of guests and new members. Mrs. Pierce struggled to her feet, her wrinkled face made radiant by a broad smile. "Ladies," she said, "I'd like to introduce the fast-thinking little girl who rescued her mother last month."

The old woman motioned Charlotte to her feet. "I'm proud to say that she is my **namesake**. Everyone say hello to young Miss Charlotte Hartley."

The audience applauded. Charlotte was shaking so badly that she feared her knees would give way. She was named for a living piece of Suffrage Movement history, for Mrs. Pierce was none other than Charlotte Woodward, one of the founders. At the Seneca Falls Convention in 1848, she was the thirty-seventh person to sign the Declaration of Women's Rights.

"So, do you like the surprise?" asked Mama, smiling. For once in her life, Charlotte couldn't think of a thing to say, so she swallowed hard and nodded. It was inspiring, finding out she was named for an honest-to-goodness pioneer, but it was also scary, and she wondered how an eleven-year-old could live up to the honor.



Chapter 3

Come September, Charlotte realized that there was one place where being eleven was an advantage: at school. Charlotte decided to rally her classmates to the cause. She would start a Girls' Suffrage Society, or GSS, because after all, girls grew up to be women.

She started with girls whose mothers, and sometimes even fathers, were involved in the Suffrage Movement. Then she went to the tomboys, the bookworms, and the girls who could do long division in their heads. She hesitated before inviting the pretty, frilly girls, but to her surprise, many of them accepted. Mama called that a lesson in not judging people before you knew them. Such **prejudices** about women had doomed generations to second-class status, she said.

After recruiting twenty members and convincing a sympathetic teacher to let them meet in her classroom, Charlotte's first activity was to write a declaration of principles. They based it on the famous one that Mrs. Pierce had signed at the Seneca Falls Convention. The declaration wasn't just about voting. It was about dreams and hopes and wanting to be equal human beings. One girl wanted women to have the right to drive automobiles, while another wanted to ban **corsets**.

After Charlotte copied the declaration in her best penmanship, the members gathered to sign. Each girl stepped forward and wrote her name, and then Charlotte held up the document for all to see. The "Declaration of the Rights of Future Women Citizens" was indeed an impressive statement.

Before the ink was even dry, Charlotte found herself scrambling for new activities. The grownups at Mama's meetings had plenty of ideas; they were planning to take the cause out of church social halls and into the streets. It was time to sway the hearts and minds of the people with huge rallies, speeches, and suffrage songs, they said.

Charlotte loved the idea of public demonstrations, but Mama had nothing good to say about them. In one of their kitchen talks, she ranted against such **unseemly** behavior.



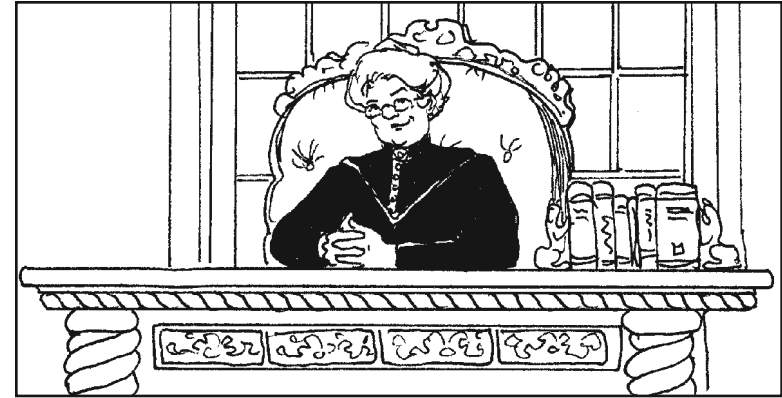
"Making a spectacle of ourselves like that . . . it's undignified. Neither you nor I shall act in such an unladylike fashion."

"But Mama, even Mrs. Pierce said it was time for action, remember?" Charlotte raised one finger skyward as Mrs. Pierce did when she had something important to say. "We must make noise, my friends," she said, in her best Mrs. Pierce imitation. "The battle for suffrage will be won in the court of public opinion."

Mama laughed, sputtering a bit as if she were trying to hold it back. "Very good, dear. You may just have a future for yourself in **vaudeville** theater."

That was the end of the conversation, and try as she might, Charlotte could not bring the subject back around. There was no understanding Mama's strange attitude. That night, Charlotte lay awake thinking about it and listening to the gloomy hooting of an owl.

But by morning, she had a perfect idea for a new activity. There was no reason the GSS couldn't do something at school, something dramatic, something that would shape public opinion, just as Mrs. Pierce had wanted.



Chapter 4

Charlotte had visions of a rally—a big one. "We could have speeches, and maybe read our declaration," she told the GSS. From the murmur running through the room, she could tell that this idea was gaining support. "I don't know where we'd have it, exactly . . ."

"In the auditorium," Elyse Morrison squealed, cutting Charlotte off in midsentence. She was on her feet, practically bouncing up and down. "We could volunteer to do an assembly. It's perfect, and we don't have to worry about attendance, because every girl in school would have to be there." There was no need for more discussion. Everybody agreed at once.

That night, Charlotte stayed up way past her bedtime writing a proposal, and the next morning she took it to Assistant Headmistress Trotter.

When Charlotte entered the office, she found Mrs. Trotter sitting behind an impossibly huge carved mahogany desk that dwarfed everything else in the room, including Mrs. Trotter, who smiled without showing any teeth.

"I understand you have an idea for an assembly, Miss Hartley," she said. It was not a promising beginning, but Charlotte cleared her throat and handed over the proposal. When Mrs. Trotter saw the word "suffrage," she pushed the paper away as though the ink were poisoned.

"Suffrage is not an appropriate subject for an assembly. Parents do not send their little girls to school to have them learn such things."

The interview ended almost before it had begun. Charlotte stood outside the office door, caught between anger and humiliation.

Anger won.

She raced down the hallway and found Elyse Morrison getting ready to go into class.

"We're not going to have an assembly," Charlotte said, gasping for breath. She handed Elyse the proposal that Mrs. Trotter had refused to read. "We are going to have a sign-carrying, slogan-shouting protest march!"



Chapter 5

On a damp and dreary Friday afternoon, the GSS members gathered in front of the school. As students poured out of the building after dismissal, the protesters began marching in a circle, chanting slogans and waving their signs: LEARN ABOUT SUFFRAGE; SUPPORT FREEDOM OF ASSEMBLY; GIRLS: SPEAK YOUR MIND.

Some students laughed, some booed, and some scurried past with their eyes lowered, pretending not to see. But some stayed to watch, as if to lend support.

Mrs. Trotter marched out and announced that she was going to start calling every home that had a telephone. Charlotte's mother arrived less than an hour later, but she did not come alone. Three other suffragists, including Mrs. Pierce, came with her.

Charlotte had been afraid to tell Mama about the protest, and now she was afraid to look her in the eye. "Mama, I'm sorry. I know you said we shouldn't do anything public, but we had to do this. We just had to."

"I know that, dear," Mama said. Her voice was perfectly calm, as if she had come to terms with something. "Now, do you have any extra signs that we might use?"

Charlotte could scarcely believe what she was seeing. To old Mrs. Trotter's horror, one by one, Mama and the other suffragists picked up signs and fell into line with the girls. Some of the onlookers broke into applause. It was a wonderful moment, or at least it was until Mrs. Trotter called the police. They came with two squad cars and a **paddy wagon**.

A ruddy-faced sergeant tipped his cap to Mrs. Pierce. "Begging your pardon, ma'am, but you ladies are trespassing. Now, I don't want to haul you off to jail . . ."

"That's good to know, Sergeant," said Mrs. Pierce. She didn't break stride, nor did anyone else in the line.

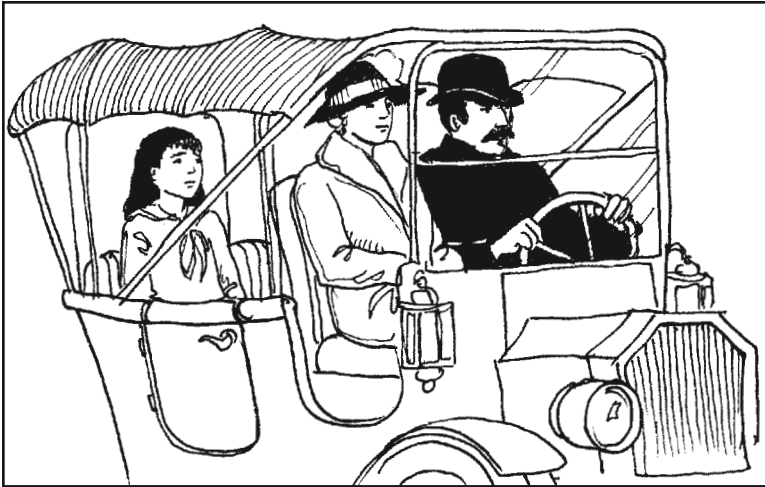
The sergeant threw up his hands. "All right, all right, you ladies are under arrest. The children can go to the school detention room."

"No detention," Charlotte shouted. "WE WANT JAIL! WE WANT JAIL!" The girls picked up the chant as if they had practiced for days, while Mama and the other suffragists laughed so hard they almost cried.

"That does it!" shouted the **beleaguered** sergeant. "Everybody into the wagon."

Without breaking their line, the protesters marched to the paddy wagon. Charlotte led the way, with Mama and Mrs. Pierce behind her. Never in her life would Charlotte have thought that getting arrested could be such fun.





Chapter 6

The fun ended when Father arrived at the police station. His eyes were cold, and he did not speak to Mama or Charlotte until they got home. Then he sent Charlotte to her room without dinner.

She lay ramrod straight in bed, holding the covers tight under her chin. Once or twice she thought she heard Father shouting, and once, a dish breaking, but mostly there was silence.

Charlotte woke to the morning light without knowing when she had fallen asleep. She waited until she was sure that Father had left for the day, and then she raced downstairs to the kitchen, only to find her mother calmly washing breakfast dishes.

"I saved you some oatmeal," she said. "You must be starved."

Over reheated cereal, Charlotte learned of her mother's sacrifice. She had promised Father she would quit suffrage work forever and she would never vote, even if it became legal.

"But Mama . . ."

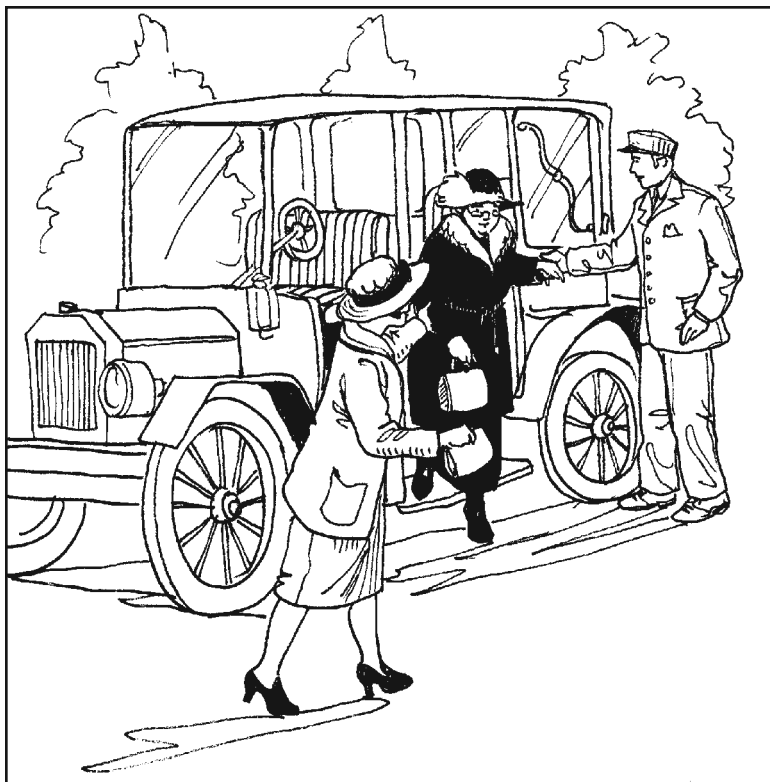
"It's all right, dear; I knew this was likely to happen when I picked up that protest sign."

Charlotte began to tremble. "That's why you were so against public demonstrations—because you didn't want Father to find out. Oh Mama, this is all my fault."

"Now, don't you start crying. It is not your fault. The movement is going public, and I just couldn't hide anymore."

Mama washed out the sink and dried her hands on a kitchen towel. "There is one good thing," she said. "This arrangement applies only to me—not to you."

Charlotte got the message; she would not quit. She would fight for a world like the one Mrs. Pierce described—where being a person came before being a woman, and she would vote. Someday, she would vote.



Epilogue

Mrs. Pierce arrived at the courthouse in the same green Town Car. It was nicked in a few places, but otherwise had borne the years well, and so, for that matter, had its owner. Mrs. Pierce's hair was whiter and her wrinkles deeper, but her eyes still twinkled when she smiled.

"We made it, my little namesake," she said. "Now, let's hurry and vote. At my age, it's not wise to **dawdle**."

Glossary

afoot	happening; going on (p. 12)
beleaguered	harassed; worn out (p. 22)
brownstones	city houses made of dark stone (p. 9)
corsets	stiff women's underwear made to pinch the waist; often very uncomfortable (p. 15)
dawdle	delay (p. 25)
gadding	wandering around for fun (p. 9)
mentholatum	old-fashioned ointment containing minty menthol, used for colds (p. 11)
namesake	person named for another person (p. 13)
paddy wagon	police wagon or van made for carrying prisoners (p. 21)
pestering	bothering (p. 12)
prejudices	feelings against something without or before understanding it (p. 15)
ratification	legal approval (p. 5)
serviceable	logical (p. 11)
suffrage	the right to vote (p. 4)
unseemly	improper; not polite (p. 16)
vaudeville	old-fashioned style of theater with comedy, dancing, and singing (p. 17)

Name _____

INSTRUCTIONS: For each of the statements below from *Meeting Mrs. Pierce*, determine whether it is a fact or an opinion, and explain how you know the difference.

Statement	Fact or Opinion?	How Do You Know?
1. Of the 68 women who signed the declaration, only Charlotte Pierce lived long enough to vote.		
2. A husband's job is to provide for his wife and family.		
3. It was inspiring to find out she was named for an honest-to-goodness pioneer.		
4. There was one place where being eleven was an advantage: at school.		
5. In 1919, Congress passed the Nineteenth Amendment to the Constitution.		
6. The struggle for the right to vote went on for seventy-two years.		
7. Of all the days for Father to come home, this was the absolute worst.		
8. Charlotte Pierce was the thirty-seventh person to sign the Declaration of Women's Rights.		

Name _____

INSTRUCTIONS: Work out the meaning of each underlined word in the sentences below from its context. Write your definition in the second column. In the third column, tell what clues you used to work out the meaning.

Sentence	Definition	Context Clue
1. Elsie wanted to ban <u>corsets</u> , which were stiff, uncomfortable, and made it hard for women to breathe properly.		
2. Before the amendment could be put into the constitution, it had to go to each state for <u>ratification</u> .		
3. Charlotte kept <u>pestering</u> her mother and asked her question after question until her mother gave up.		
4. Charlotte's amusing impression of Mrs. Pierce would work well in <u>vaudeville</u> theater.		
5. The police loaded all of the prisoners into a <u>paddy wagon</u> to transport them to jail.		
6. We should not <u>dawdle</u> outside the courthouse or the polls might close before we get inside.		

Grandpa Smoke Jumper

A Reading A-Z Level X Leveled Reader

Word Count: 2,559




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Grandpa Smoke Jumper



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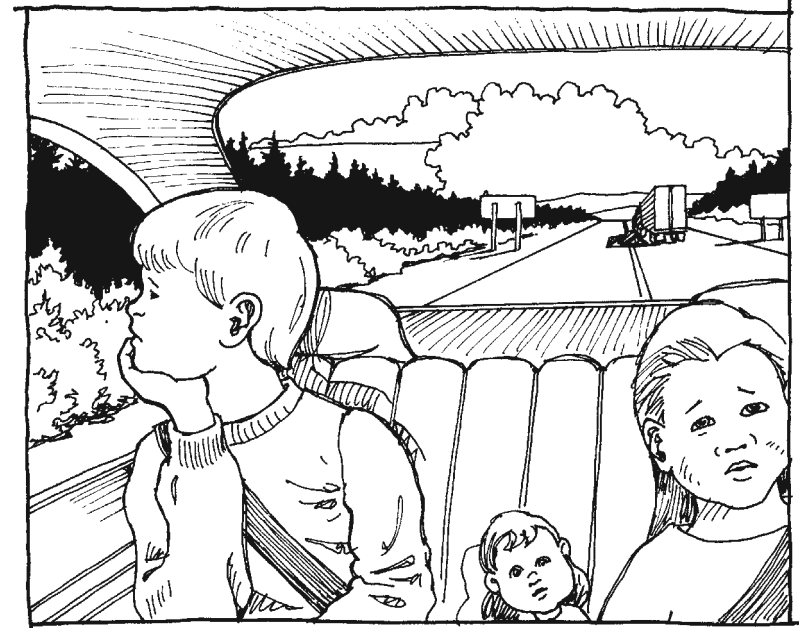
Correlation

LEVEL X

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Chapter One

“Are we there yet?” my sister asked for the seventh time in less than thirty minutes.

“Not for another twenty minutes or so,” Mom answered with more patience than I had left.

I was bored, cranky, and not exactly looking forward to a weekend at the grandparents’ in Cave Junction, Oregon. *What kind of a name for a town is that anyway?* I thought as I **pursed** my lips and stared blankly out the car window, thinking about the million other things I’d rather be doing at this particular moment.

"Whoa, what on earth is that?" I leaned forward in my seat, startled by the huge tower looming before us. My sister, Karen, craned her neck to see what I was pointing at, crossing our boundary and invading my space. I did not care, as I was too **preoccupied** with the massive structure that had suddenly appeared.

"I believe that's one of the old smoke-jumper towers, Andy," Mom answered.

"What's a smoke jumper?" I asked as I leaned out the window to look up at the thing towering above me like some ancient wooden giant. A couple of the timbers were rotting, and it looked as if it had been abandoned for years.

"Smoke jumpers are a group of highly trained people who jump out of airplanes to fight wildfires," Mom explained. "There used to be a smoke-jumping base here in Cave Junction."

I twisted in my seat to look back at the tower, which was quickly **diminishing** behind us as we drove away.

"You should ask Grandpa to tell you about it; he used to be a smoke jumper," Mom added when I settled back down.

She must be pulling my leg, I thought. I couldn't even picture Dad as a smoke jumper, much less Grandpa; the idea was just too ridiculous. But what if Mom was telling the truth? I wondered if Grandpa really was a smoke jumper.

"Are we there yet?" I asked, anxious to get some answers.





Chapter Two

As soon as Dad stopped the car, I jumped out and headed straight for the house. “Hey, hold on a minute, Andy, come back and help with the bags,” Dad said, stopping me in my tracks.

I groaned in frustration. I knew I was supposed to help Dad with the bags, but I desperately wanted to find out what Grandpa knew about the smoke jumpers. As I stood there debating what to do, Grandma rushed out the door.

“You’re finally here!” she exclaimed joyfully from the front porch. Grandpa walked by her and limped down the stairs, tightly gripping the rail for balance.

There’s no way he could have jumped out of airplanes and fought fires, I thought to myself. My excitement gone, I turned around and went back to help Dad with the bags.

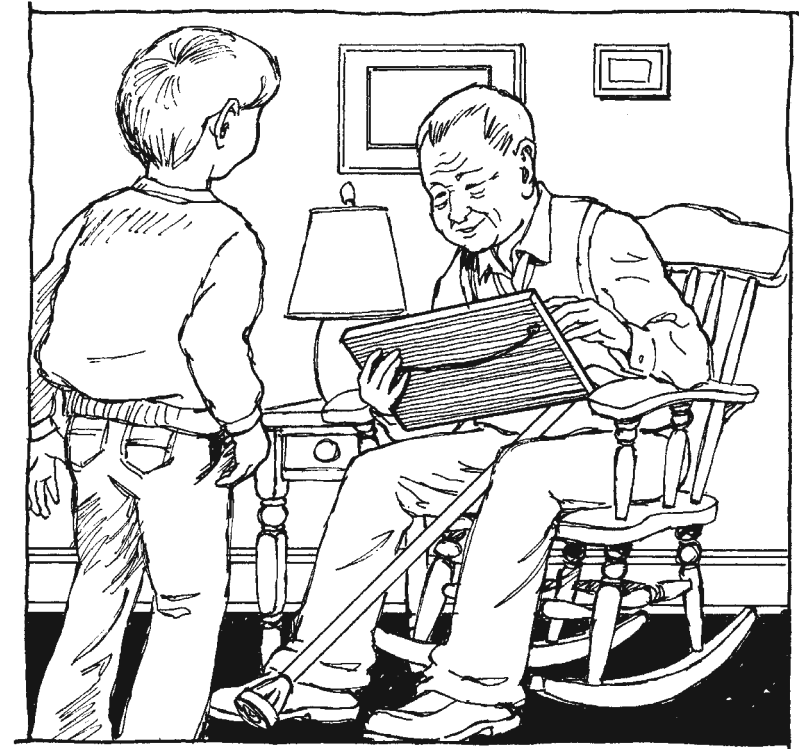
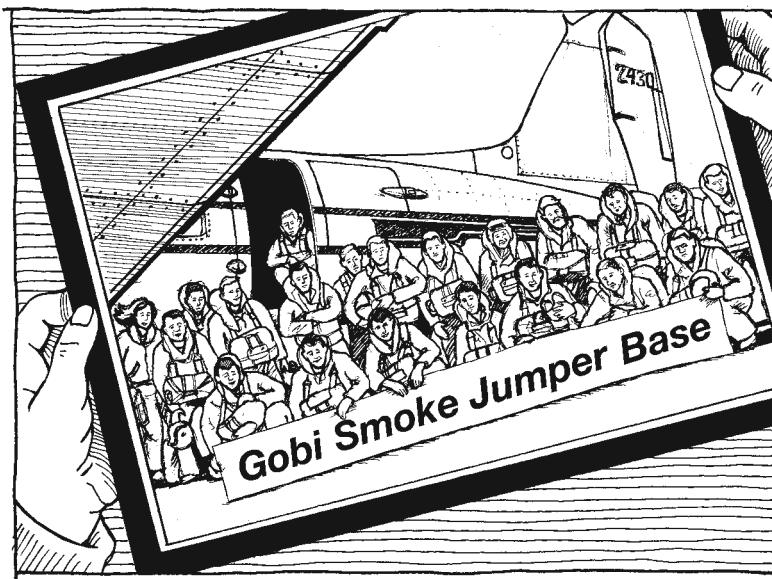
It was hotter inside the house than it was outside. The windows were all open, desperately encouraging the breezes to come in, but so far none had accepted the invitation. I paced back and forth restlessly. Mom and Grandma were busy chatting in the kitchen as they prepared dinner. Dad was in the living room discussing his latest project with Grandpa, and Karen was sitting on the porch swing reading a story to her three favorite dolls.

I was just bored out of my mind, wandering aimlessly through the house, stopping every now and then to inspect objects from the past that **adorned** my grandparents’ home. In one room I found an old push-pedal sewing machine that Grandma apparently still used, since there was a pile of clothes in a basket next to it. In another room I discovered an old turntable with a stack of faded cardboard record jackets.

“Haven’t they heard of CDs?” I muttered, absently flipping through the stack of unfamiliar musicians. I quickly got bored with them and opened the door to the library.

There was a multitude of photographs in the room. Some were black and white, and others were brown and faded, and they resided on shelves, tables, and walls. I skimmed over the photographs, not really paying much attention to their content, since they were mostly of people I did not know. One photograph, however, made me stop in my tracks. It was a group shot of about twenty men in front of an airplane and a sign that read "Gobi Smoke Jumper Base."

"Oh my goodness, Mom wasn't kidding." Excited, I grabbed the photograph and ran out of the room.



Chapter Three

"Grandpa, were you a smoke jumper?" I burst into the living room and handed him the photograph. He looked down at the picture and slowly began to trace the faces with his finger, and a smile played about his mouth as he looked back up at me.

"I sure was, Andy," he said as he pointed to one of the faces in the group. "That's me right there."

I leaned closer to examine the face. The young man smiling back at me looked a lot like my dad. I looked down at Grandpa, but I didn't see much of a resemblance.

"Of course, that was quite a few years ago," Grandpa added with a chuckle.

I took the photo from him and flopped down on the floor. I could not make the connection between the young man in the photo and the old man sitting in the chair before me.

"We saw a smoke-jumper tower on the drive over," Karen announced as she made herself comfortable in Dad's lap.

"We used to practice jumping off those towers before we went up in the airplanes," Grandpa explained.

That was all it took; I could no longer contain my curiosity. "You jumped off those things?" I burst out in amazement. "They're so HUGE! What was it like, Grandpa? You know, jumping out of planes, fighting fires?" The **barrage** of questions literally flew out of my mouth.

Grandpa smiled and settled back into his chair. He had a captive audience and a very good story to tell.



Chapter Four

"I was just eighteen years old when I became a smoke jumper," he began. "It was the summer of 1946, and the previous year my buddies Charlie, Greg, and I signed up for smoke-jumper training. Everyone thought we were crazy for wanting to jump out of planes and fight fires."

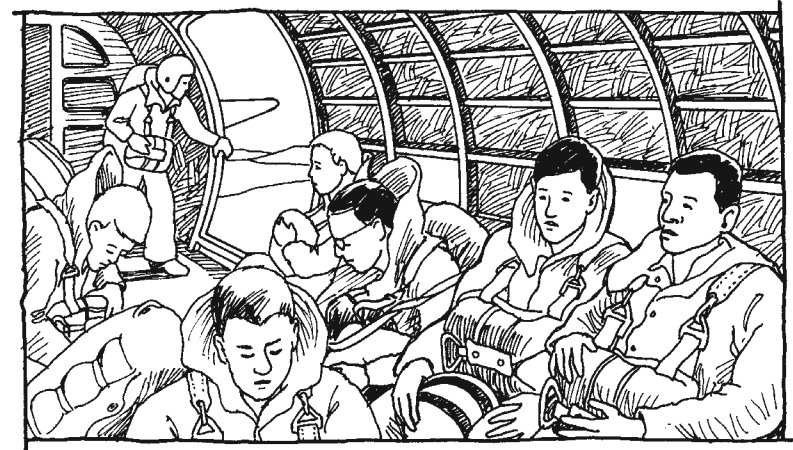
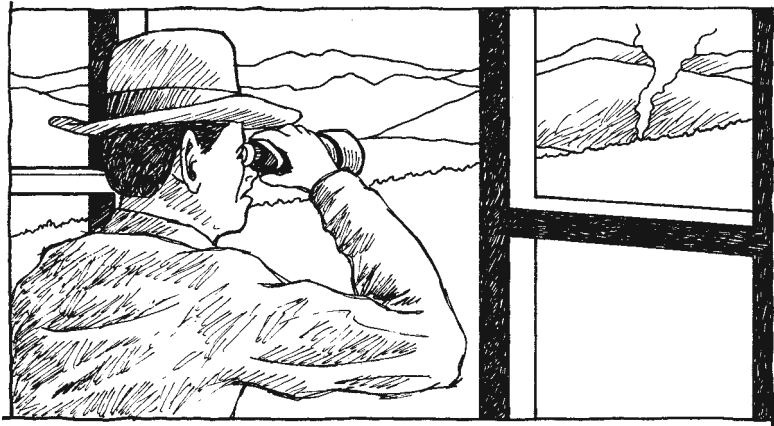
He shook his head and laughed at the memories that came back. "You had to be in top physical condition to be a smoke jumper," Grandpa continued. "The test was **grueling**. Hard to imagine now, but back then I could do twenty-five push-ups, forty-five sit-ups, and pack over a hundred pounds of gear three miles in under ninety minutes."

He chuckled again. "Oh, it was a very tough course. Charlie dropped out after the first week and trained instead to be a spotter; turned out he made the right decision, since he was the best darn spotter in the business."

"Spotter?" I was about to ask what a spotter was when Grandpa started back in on the story.

"Charlie called it in at about 5 A.M. He'd spotted a fire from one of the towers and alerted Jack, the fire chief, and by 5:30 we were all at the base listening as Jack **briefed** us on the situation."

He paused for a second and Dad took the opportunity to explain. "The spotter looks for fires and decides where the smoke jumpers need to go and where they are going to land."



"I probably should explain first that it was late August, and we were smack in the middle of peak fire season," Grandpa continued. "It hadn't rained in over a month, the temperatures were averaging ninety degrees daily, and we were making jumps practically every week."

"However," he stated **emphatically**, "no one expected the fire we faced that day. By 6 A.M., Greg and I were crammed like sardines with the rest of the smoke jumpers in the belly of the DC-3 airplane. Charlie **relayed** information from the open doorway at the back to the pilots in the cockpit, and they responded immediately, banking left to head to the selected drop target."

" 'FIRST STICK, UP!' Charlie shouted, and our crew of four men headed over to the open doorway. I snapped in my static line, got a fix

on the jump spot, and leapt out of the plane, **plummeting** to the ground at an alarming speed." Grandpa's voice rose with excitement.

"The wind whipped at my face and tugged at my mouth as I counted, 'One, one thousand, two, one thousand, three.' Then WHOOSH!" He flung his arms up over his head. "The parachute snapped open, **abruptly** halting my descent and sending my legs flying up over my head. I spun around and around, spiraling downward through the smoke and heading right toward the flames. **Instinctively**, I shifted my weight left and right until I regained control and **maneuvered** my chute toward the jump spot, where I hit the ground with a bone-crushing thud."

Grandpa paused for a moment, looking a bit worn out from the excitement of the jump. I hoped he wasn't going to stop now.

"One by one the others in my group landed around me, followed by our gear," he continued in a softer voice. "We quickly strapped the hundred pounds of gear on our backs and **donned** our makeshift helmets. Five minutes ago we were safe in the belly of the plane that circled overhead, and now we were heading straight into the fire."



Chapter Five

"The small fire that had started just over an hour before had grown quite rapidly in size and strength. Urged on by gusting winds and fueled by acres of crisp, dried grass, it had raced forward, jumping ditches and small streams and evolving into the raging wall of flames before us. Our job was to contain the fire perimeter, **extinguishing** all spot fires and flare-ups, which are little fires that start from the big fire and add to it, before they swept out of control. We put out a total of sixteen spot fires in three hours, succeeding in containing the fire in one area, but we were unable to put it out.

"The fire inched closer and closer to the row of trees at the base of the mountain. Fingers of flame licked at the bark, **igniting** the trees one by one like they were candles on a birthday cake."

I wiped the sweat from my brow, imagining the heat of the fire.

"You think it's hot in here, boy," Grandpa looked over at me. "But nothing can prepare you for the heat of a wildfire. You don't just see the fire; you hear it, taste it, and feel it," he continued. "A deafening roar filled the air; it was as if a freight train were bearing down on us. The heat wrapped around us like a heavy blanket that immediately got soaked with the sweat streaming down our backs and faces. We were completely surrounded by smoke; our eyes burned and we scorched our throats every time we took a breath. We were running out of air, the fire was sucking up all the oxygen, and the clouds of black smoke began spiraling upward in search of the fresh air we so desperately needed . . . not a good sign."

Grandpa leaned over and took the photograph from my hands. I was gripping it so hard I'd almost cracked the glass. It was a good thing he took it away from me, because the story got even more intense.



"'CROWN FIRE!' the line scout yelled, and I looked up in time to see flames bursting from the clouds of smoke just five feet above my head. Once the fire reaches the crowns of the trees, it leaps from tree to tree in midair, and almost nothing can stop it. The foreman issued orders rapidly as we all headed for our escape routes. There was nothing we could do but hope that the crews ahead of us were successful in creating the backfire. It was the only way to stop a crown fire, and our only hope of saving the town of Goldberg."

"Did you save the town, Grandpa?" Karen asked anxiously.

"Shhh." I scowled at her for interrupting the story at such a critical point.

Thankfully, Grandpa continued. "The two fires, the wildfire and the backfire that had been set, approached each other like longtime enemies. They roared noisily, battling over who had the right of way. Flames rose into the air like arms as they each tried to push their way forward. Crackling and sparking, they continued the fight, gradually losing strength and slowly wearing each other down. They had both left behind a trail of destruction, and since there was nothing left to feed the fires, they both eventually burned out."

"Yippee, you saved the town, Grandpa!" Karen clapped her hands.

"Yes we did," Grandpa smiled. "The jump was a success. We had saved the town of Goldberg."

"Success?" I didn't share my sister's reaction. "What about the thousands of acres of land that were destroyed, Grandpa? Didn't anyone care about the land?" I demanded, completely

flabbergasted that no one else seemed concerned about this matter.

"Of course we cared, Andy. It would be close to impossible to find a smoke jumper who didn't care first and foremost about the land," Grandpa responded seriously. "But these were acts of Mother Nature, and Mother Nature always finds a way of taking care of herself. In fact, they're finding out that having a fire every once in a while is good for the land. Fires happen naturally, and when people keep preventing them and putting them out, more and more dead, dry material builds up. Then when a fire finally does come through, it's a tragedy."

"Believe me," he added, "I've seen my fair share of wildfires and witnessed firsthand the **resilience** of nature. I promise, fresh vegetation and new life does rise up from the ashes."

I was a little embarrassed by my outburst, but more amazed at how strongly I felt about protecting nature and its wildlife.

"Looks like there may be a bit of smoke jumper in you, Andy," Grandpa said proudly.

"Dinner's ready!" Grandma announced from the kitchen.

"Just in time," Grandpa said, rising stiffly from the chair and rubbing his belly.

Karen sprang from Dad's lap and raced down the hall, her bare feet slapping on the wood floors. The kitchen door slammed against the wall as she burst in. "Karen, don't run in the house," I heard Mom scolding. Dad and Grandpa shook their heads and laughed at the energy my sister always displayed. I picked up the photo from the floor and followed them into the kitchen. I could now see the resemblance between the young man in the photo and my Grandpa. I scanned the other faces, wondering which ones were Charlie, Jack, and Greg.

"Hey, Grandpa, who's the girl in this picture?" I asked as I slid into my seat.

"That's your grandma. Did I forget to mention that she flew the plane we jumped out of?" I stared open-mouthed at the tiny, gray-haired woman at the end of the table.

"Let's save that story for after dinner, Andy," Grandma suggested with a smile.

I smiled back. This weekend wasn't turning out to be so boring after all.

Glossary

abruptly	all of a sudden (p. 15)
adorned	covered; decorated (p. 8)
barrage	many things coming all at once (p. 11)
briefed	gave details to; informed (p. 13)
diminishing	getting smaller (p. 5)
donned	put on (p. 15)
emphatically	strongly; with great belief (p. 14)
extinguishing	putting out (p. 16)
flabbergasted	utterly astonished (p. 20)
grueling	very difficult (p. 12)
igniting	setting fire to (p. 17)
instinctively	without thinking; automatically (p. 15)
maneuvered	moved around; guided the motion of (p. 15)
plummeting	falling quickly (p. 15)
preoccupied	thinking about other things (p. 5)
pursed	wrinkled up; squeezed (p. 4)
relayed	passed along (p. 14)
resilience	toughness; ability to recover (p. 20)

Name _____

INSTRUCTIONS: Read page 4 of *Grandpa Smoke Jumper*. In the first row, write your impressions of Andy. Then read to the end of Chapter 2 and fill in the second row. After you finish the book, fill in the third row.

	My impressions of Andy
Andy at the beginning	
Andy after Chapter 2	
Andy at the end of the story	

Name _____

INSTRUCTIONS: Read each paragraph. Then on the lines below, rewrite the description by personifying the action.

1. The breezes blew through the leaves. They moved around the tree trunks and through the grass.

2. The fire burned to the edge of the river bank. It burned left and then right. Then the flames spread across a fallen log and to the other side of the river.

3. The plant sat on the desk. There was nothing else near it. The plant's leaves drooped, and its stem bent over.

4. The car drove very slowly through the dark alley. It stopped before going by the doors. When another car went by, the car backed up behind a building so that it could not be seen.

The Amazing Undersea Food Web

A Reading A-Z Level X Leveled Reader

Word Count: 1,797



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The Amazing Undersea Food Web



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Level X Leveled Reader
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and Elizabeth Fox
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Correlation

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DRA	44

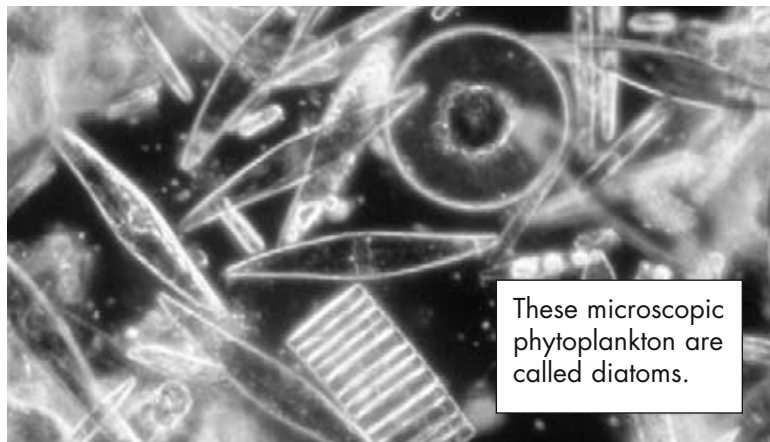
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Let Me Introduce Myself

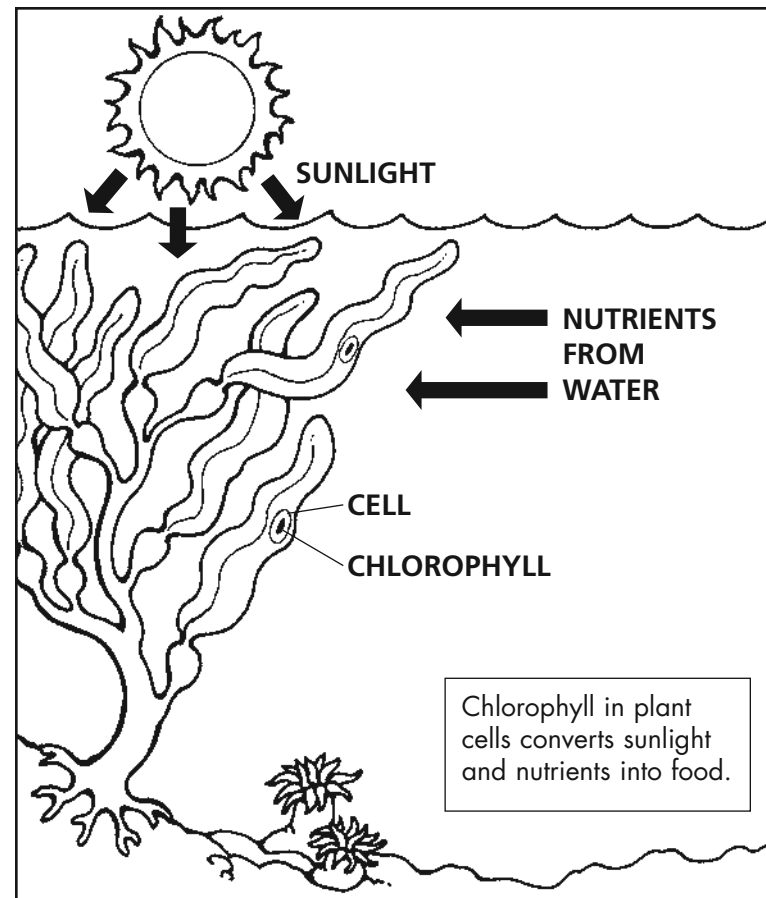
The ocean, where I live, is an enormous buffet table for everything in it and for many land animals, including humans. When you think of the ocean food web, you might think of fierce great white sharks devouring their prey, or enormous blue whales gulping tons of krill. Or you might think of giant stands of seaweed being devoured by everyone, like an underwater salad bar. But did you know that more than 90 percent of all sea creatures end up being eaten by other sea creatures? That means that almost every organism in the ocean ends up getting eaten by another sea creature at some point or other. And almost every sea creature eats other sea creatures.



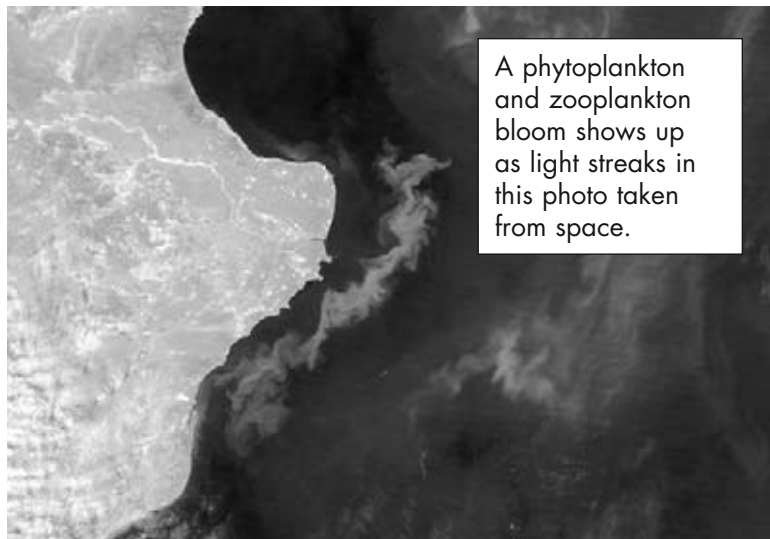


But there is one little organism that almost always gets eaten but does not actually eat anything itself. It is the most microscopic species in the ocean, yet it forms the center of the ocean's food web. Some people might think it's a raw deal to be food for everybody else without getting to eat anybody in return, but I find it to be quite a powerful job.

Let me back up and introduce myself properly. **Phytoplankton** (FY-tow-plank-ton) is my name. I'm an **algae**, which is almost like a very tiny plant. But unlike plants, I have no roots, so I'm not attached to the ground or sea floor. I'm free to float around with the ocean currents. I prefer to remain near the surface of the sea, since I'm quite fond of sunlight, and I can be found in every ocean on Earth.



Like plants, I make food through a process called **photosynthesis**, rather than eating it. I use **chlorophyll** to capture the sun's energy and use it to convert minerals and nutrients from seawater into food. Just as in plants, chlorophyll makes me green. But I'm so tiny that you can only see the color when there are billions upon billions of us in one place.

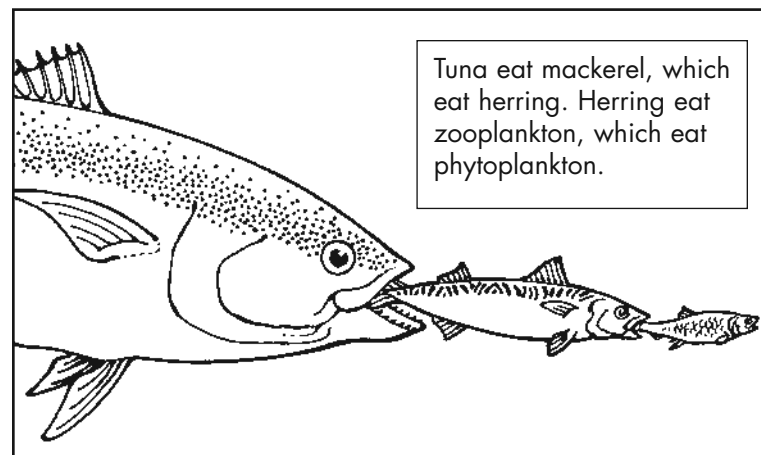


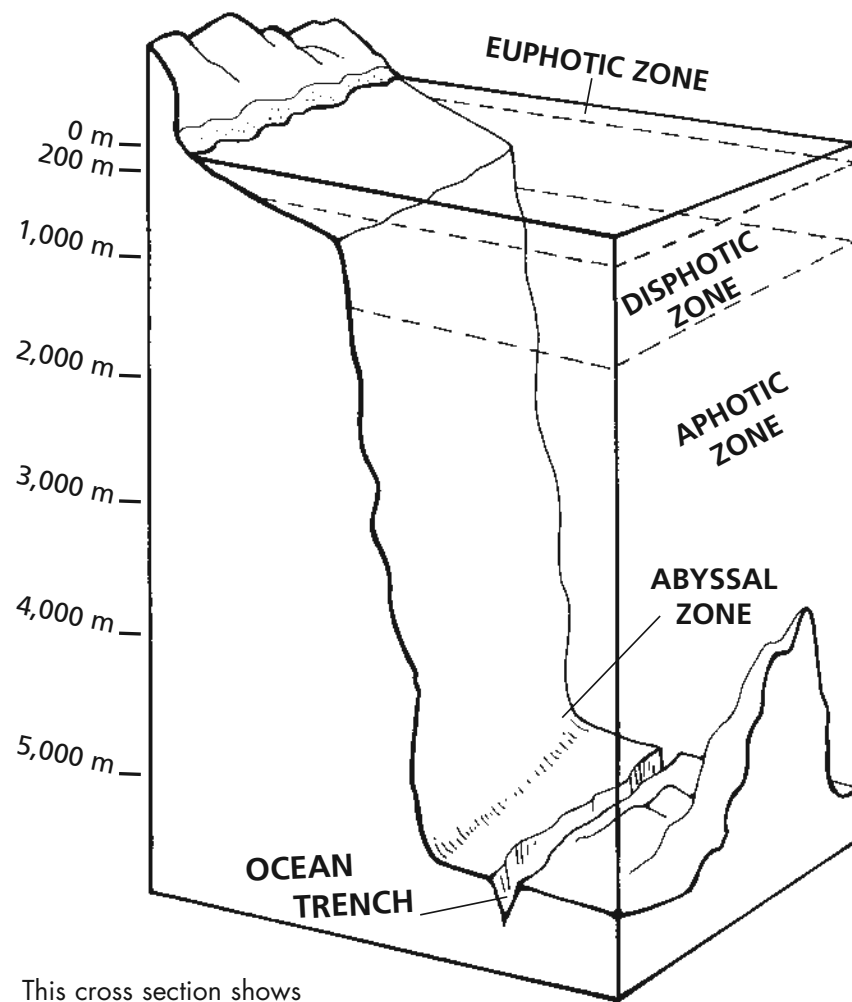
Fortunately, there are billions upon billions of us. As many as 50,000 phytoplankton can be found in one cup of seawater. All that photosynthesis going on helps provide the earth's atmosphere with 70 percent of its oxygen. We are also a good indicator of the ocean's health. Scientists can see large patches of phytoplankton from space. They can get information about the levels of pollution in the water when they see us struggling or dying off.

But in my opinion, our most important job is providing the center of the food web for the entire ocean. We feed all ocean life forms directly or indirectly, from the smallest creature to the largest.

The Food Web

Here's how it works: think about a simple tuna fish sandwich. Tuna are relatively large fish, and they eat smaller fish called mackerel. To make 1 kilogram (2.2 lbs.) of tuna flesh, the tuna had to eat about 10 kilograms (22 lbs.) of mackerel. Those 10 kilograms of mackerel had to eat 100 kilograms (220 lbs.) of an even smaller fish called herring. And those 100 kilograms of herring devoured a full 1,000 kilograms (2,200 lbs.) of **zooplankton**. Zooplankton are microscopic animals. They include tiny animals such as krill, which look like little shrimp, and the larva and babies of crabs, jellyfish, shrimp, and other fish. To support those 1,000 kilograms of zooplankton, 10,000 kilograms (22,000 lbs.) of phytoplankton got eaten.





This cross section shows the different zones of the ocean.

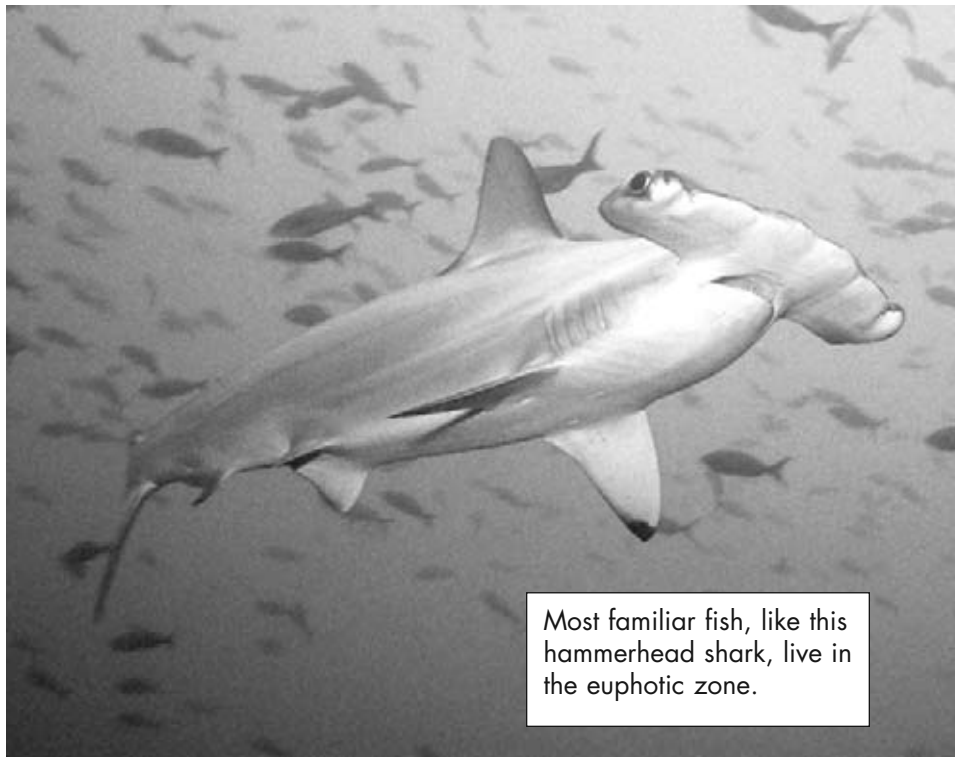
To give you an idea of just how much life I support, I'll take you through the ocean from the surface, where I live, down to the deepest **trenches** on the ocean floor.



Life in the Sunlit Zone

The **euphotic** (yoo-FOE-tic), or sunlit, zone is the top level of the ocean. It extends about 200 meters (660 ft.) down from the surface. There's lots of sunlight here, so we phytoplankton, along with ocean plants, love it. Consequently, most of the animal species in the ocean can also be found here. Red and green algae, also known as seaweed, covers much of the shallow ocean floor in the euphotic zone. Enormous giant kelp grow in thick forests, almost like forests on land, and provide shelter for many sea animals. Sea urchins live in the protected waters at the base of the kelp, and sea otters feed on those urchins. Sea otters also wind long strands of kelp around their bodies while they sleep, in order to keep from drifting away.

Almost all the seafood humans eat comes from the euphotic zone. Clams, mussels, and oysters live on shallow ocean floors. Lobsters and crabs **scuttle** about in coral reefs and among seaweed beds. Most species of fish, including salmon, tuna, mackerel, cod, and swordfish, stay up in the sunlight where there is plenty to eat and good light for hunting. Though there are squid and octopuses in the deeper zones, most of the ones that humans eat come from the euphotic zone.



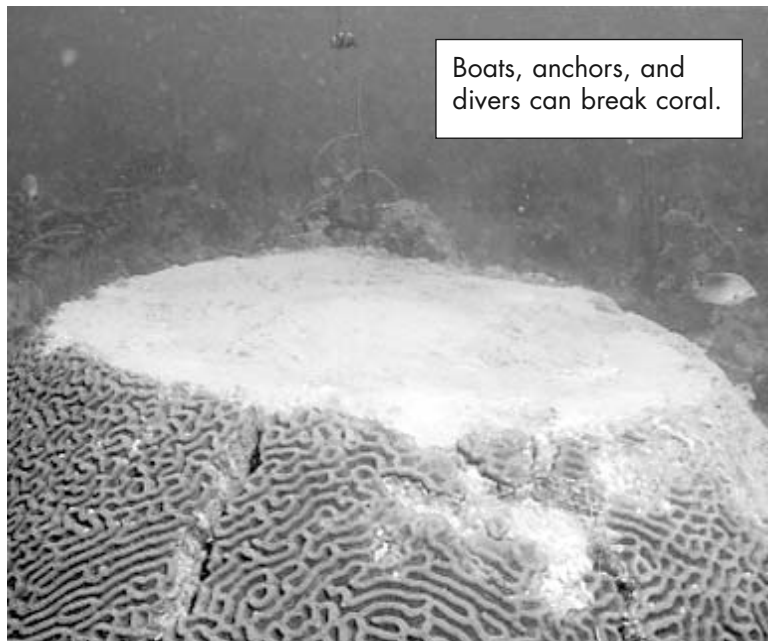
Most familiar fish, like this hammerhead shark, live in the euphotic zone.



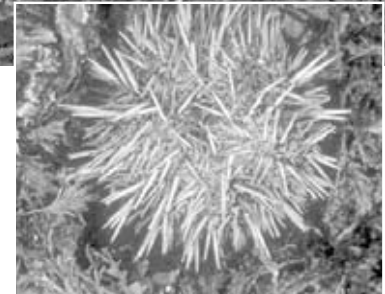
Colorful coral reefs are the sunlit zone's most popular areas.

The euphotic zone is also home to coral reefs, which hold almost a quarter of the ocean's plant and animal species. These fragile and beautiful areas are formed by the **accumulation** of the skeletons of small animals called **coral polyps**. They are found in clear, tropical waters where there is lots of sunlight. Sea fans, brain coral, clown fish, angel fish, lion fish, moray eels, sharks, shellfish, crabs, and lobsters all make the coral reef a colorful and busy place. **Anemone**, animals that look like beautiful plants or flowers, catch zooplankton with their stinging tentacles. Jellyfish swarm in massive numbers, attracting the sea turtles that love to eat them. Coral reefs also provide a safe haven for the young of many creatures that will live in the open ocean as adults.

Humans love snorkeling and diving in the euphotic zone, especially around coral reefs. And they take thousands of tons of fish, both for food and for pets in tropical aquariums, from these surface waters. Unfortunately, all this human activity, along with pollution, threatens the well-being of coral reefs and other areas in the euphotic zone. Coral polyps are often killed by pollution or by boat engines breaking them and divers stepping on them, and once the corals die, all the other reef life suffers as well. Entire populations of fish can drop dangerously low from overfishing.



If you visit a tide pool, you may get a glimpse of a spiny sea urchin.

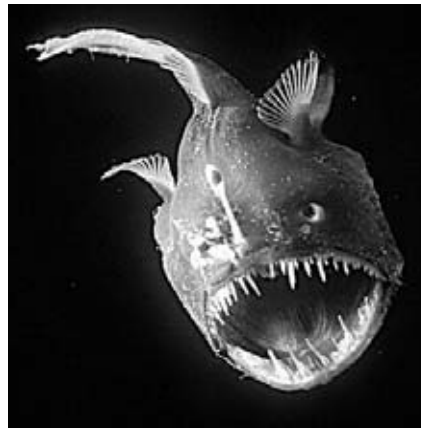


One nondestructive way to sample ocean life in the euphotic zone is to look into a tide pool. A tide pool is a small pool of water that remains when the tide goes out. You can find mussels, sea stars, urchins, clams, barnacles, and snails. You might even see an octopus, or you may spot a hermit crab scurrying about in another animal's shell. You don't even have to get wet to see all the life that depends, directly or indirectly, on me and my fellow phytoplankton.

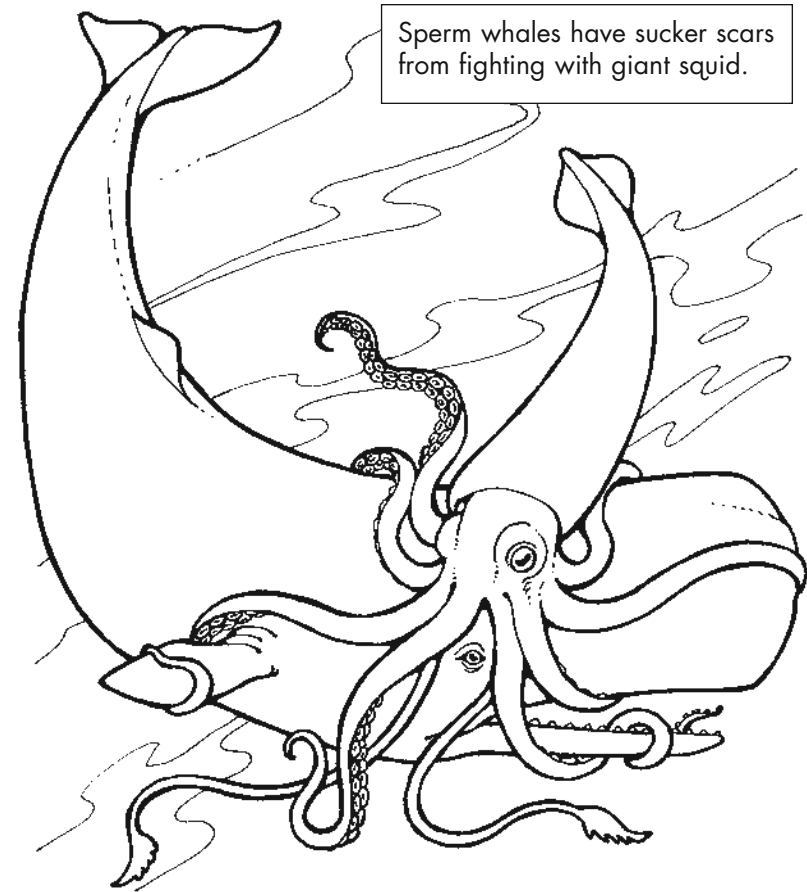
The Twilight Zone

As you go below the euphotic zone, the water begins to get darker, colder, and heavier. You are now entering the twilight zone. It begins at about 200 meters (660 ft.) and goes to a depth of about 1,000 meters (3,300 ft.). The pressure in this zone would crush a person, but the life forms that live here have adapted to the pressure. The twilight zone, also called the **disphotic** (dis-FOE-tic) zone, doesn't have enough light to support photosynthesis and plant life, but some animals do make their homes here. Others, such as whales, visit from the euphotic zone.

Permanent residents include octopuses, squid, and strange-looking fish such as the hatchet fish and the viper fish. The fish that live in this zone often have huge mouths with big, curved teeth. Because it is so hard to see, the fish don't hunt. Rather, they simply hold open their fearsome mouths, waiting for something to swim in. Many of them are black or dark red to blend in with the dark water.

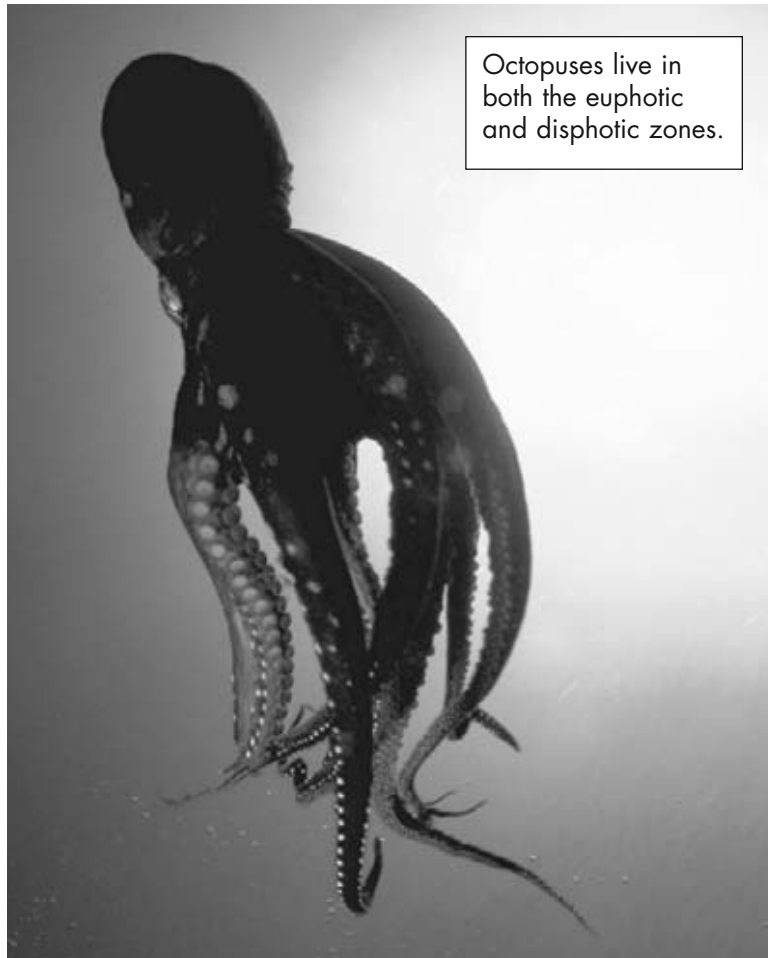


This angler fish is small but scary.



Sperm whales have sucker scars from fighting with giant squid.

The famous giant squid also lives in this zone. No giant squid has ever been seen alive. Scientists know giant squid exist because the squids' bodies have occasionally washed up on shore and have been found in the stomachs of sperm whales. Some whales even have large sucker-shaped scars from fierce battles with giant squid in the disphotic zone.



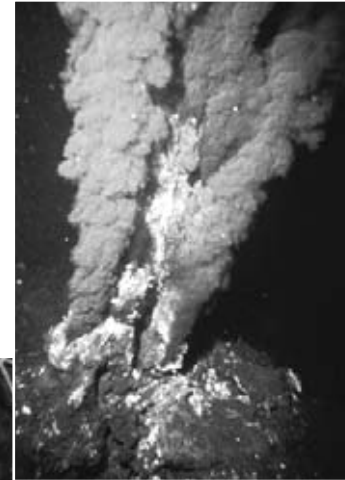
Many animals in this zone depend on a diet of what scientists call “marine snow,” which is a nice name for dead phytoplankton and zooplankton! When we die, our bodies drift slowly down through the ocean layers like snow falling through the air. So even where we don’t live, phytoplankton get eaten.



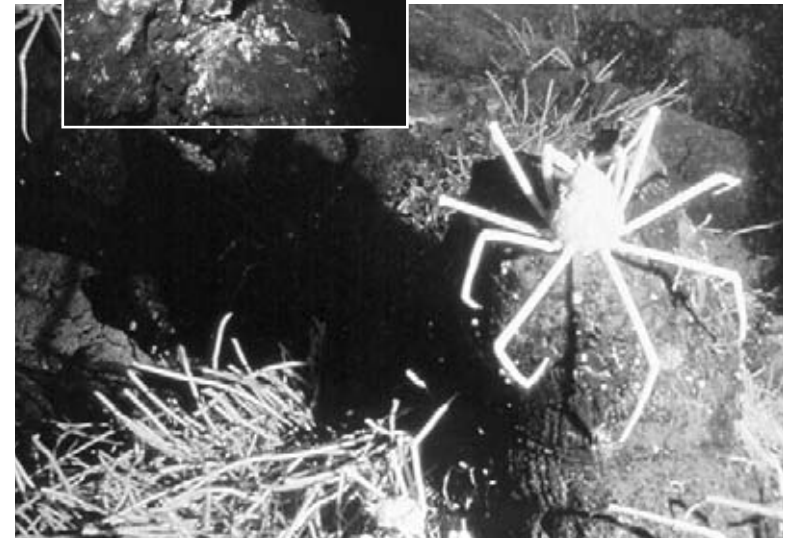
The Midnight Zone

This totally dark region of the ocean contains 90 percent of the ocean's water, but almost none of its life. It extends from 1,000 to 5,000 meters (3,300–16,400 ft.) and below. The pressure is so great that it can crush almost anything, including most submarines, and the temperature is near freezing. But there is some life in the midnight, or **aphotic** (ay-FOE-tic), zone if you look closely.

Many of the tiny animals that live here, such as the lantern fish, have little lights running up and down their bodies. The light comes from a special process called **bioluminescence**. This is the same process that produces light in fireflies. Jellyfish, squid, fish, and even bacteria are bioluminescent in this zone where there is no sunlight. These lights make it possible for animals to see and communicate with each other. These lights also help them find mates or food, and they also make them incredibly beautiful. Some oceanographers divide the midnight zone into two additional zones: the **abyssal** zone and ocean trenches. The abyssal zone is also totally dark, and it covers much of the ocean floor, including vast plains, mountains, valleys, and canyons.

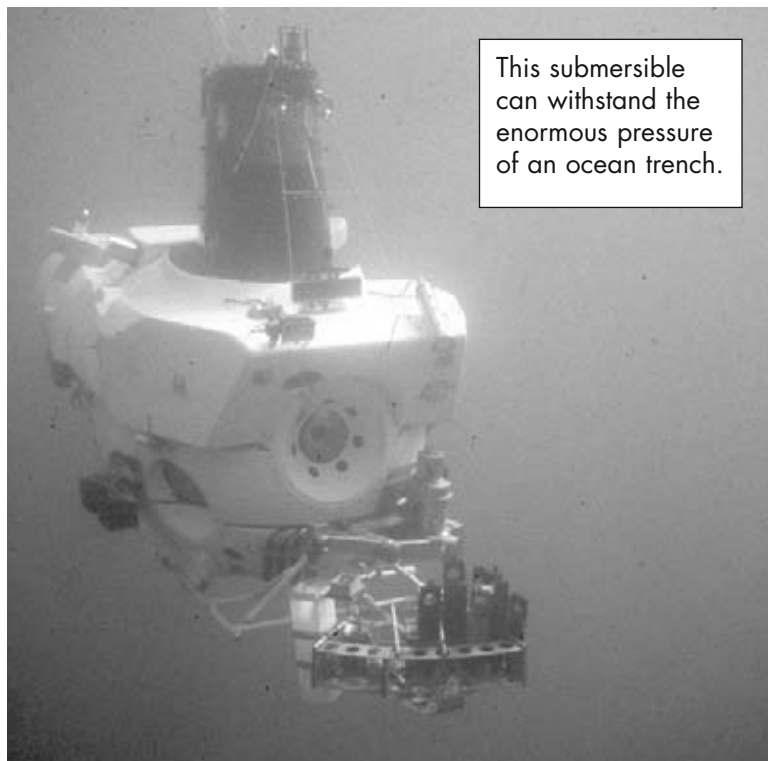


(Left) This chimney, called a black smoker, spews hot minerals. The warmth and nutrients support crabs (below), tube worms, and other animals.



Ocean trenches occur along **faults** where large plates of the earth's crust come together. The colliding plates create canyons and cracks of up to 10,000 meters (32,810 ft.) deep. You would think that nothing could survive at the bottom of a trench in the darkness, cold, and pressure. But openings at the bottom of the trenches spew hot water and minerals from deep within the earth.

Animals living in this zone have taken advantage of the warmth and nutrients. Special kinds of bacteria can use these nutrients in the same way that phytoplankton use sunlight. Tube worms, shrimp, and giant clams can all be found feeding on these bacteria around the openings, or chimneys. These chimneys were only recently discovered. Only a few **submersibles**, or submarines, have been built strong enough to withstand the enormous pressure at the bottom of a trench.



Back on Top

So you see, even though phytoplankton are only at the top of the ocean, we're at the center of the food web, supporting all other life in the sea. Whether you enjoy the ocean for the beauty of coral reefs, the mystery of the abyssal zone, or some tasty fish and chips, you have us phytoplankton to thank. Enjoy your ocean buffet!

Explore More

At the Library

Ask your librarian for books about the oceans. There are hundreds of specific ocean subjects you can look up, including sharks, shipwrecks, treasure hunting, and hurricanes. Also ask about magazines that have articles and photographs of the oceans.

On the Internet

Typing the word “ocean” into a search engine will most likely give you so many links, you won’t know where to begin. Many of those links might not be interesting. It’s best to decide what you are interested in before you log on.

- A. In the address window, type *www.google.com*.
- B. Then type in the subject you’re curious about, such as *phytoplankton*.
- C. Read the colored links. Click on one that looks interesting.
- D. When you want to explore new links, click the back arrow at the top left.
- E. You can probably think of more ocean topics than you’ll ever have time to explore! Choose your favorites and type them into the search window.

Try This

Ask your teacher about a possible field trip to the ocean or a nearby aquarium. A good way to convince your teacher is to write a proposal, or an explanation of why the trip would be a good idea. Try to come up with a list of fun and interesting things your class or school could see, do, and learn at the ocean or aquarium. You might recommend that the class go on a whale watch, visit a tide pool, or get a glimpse of deep-sea life on display at the aquarium. Have your classmates sign the proposal, and give it to your teacher. You might just find yourself on a field trip!



Glossary

abyssal	the ocean zone that covers the deep ocean floor; abyss means a bottomless depth (p. 19)
accumulation	a piling up of material over time (p. 12)
algae	plant-like organisms that make food using chlorophyll, but do not have roots, stems, or leaves (p. 5)
anemone	plant-like animals whose tentacles look like flower petals (p. 12)
aphotic	the bottom zone of the ocean, which receives no sunlight; from the Greek word meaning “without light” (p. 19)
bioluminescence	the process by which living things produce light (p. 19)
chlorophyll	green substance found in plant cells that transforms sunlight and nutrients into food (p. 6)
coral polyps	tiny animals that group together, forming a coral reef (p. 12)
disphotic	the middle ocean zone, which contains very little sunlight, no plants, and few animals (p. 15)

euphotic	the top ocean zone, which contains almost all of the ocean’s life; from the Greek word meaning “good light” (p. 10)
faults	cracks in the earth’s surface caused by plates of the earth’s crust crunching together (p. 20)
photosynthesis	the process by which chlorophyll in plant cells transforms sunlight and nutrients into food (p. 6)
phytoplankton	microscopic plant life that forms the center of the ocean’s food web (p. 5)
scuttle	run about on low legs; scurry (p. 11)
submersibles	extremely tough submarines that can usually hold only one or two people (p. 21)
trenches	features of the ocean floor formed by Earth’s plates coming together and forming deep cracks (p. 9)
zooplankton	microscopic animals such as krill, shrimp larva, and baby fish (p. 8)

Name _____

INSTRUCTIONS: Write two comprehension questions under each heading. Each heading tells how the question should be answered. In the first section, the answer to the question is in the text; in the second section, the answer comes from the text and problem solving; and in the third, the answer is from creativity or experience. Try to avoid writing questions with yes/no answers.

The answer is in the text

1. _____

2. _____

The answer comes from the text and problem solving or other information

1. _____

2. _____

The answer is from creativity or experience

1. _____

2. _____

Name _____

INSTRUCTIONS: Next to each vocabulary word, write its definition. Then, in the next column, write how you found the definition—either from the word, the context in which it is used, or in the glossary or a dictionary.

	Definition	How You Found It
1. coral polyps	_____ _____ _____	_____ _____ _____
2. photosynthesis	_____ _____ _____	_____ _____ _____
3. accumulation	_____ _____ _____	_____ _____ _____
4. anemone	_____ _____ _____	_____ _____ _____
5. bioluminescence	_____ _____ _____	_____ _____ _____
6. submersibles	_____ _____ _____	_____ _____ _____
7. chlorophyll	_____ _____ _____	_____ _____ _____
8. abyssal	_____ _____ _____	_____ _____ _____

Money, Money, Money

A Reading A-Z Level X Leveled Reader

Word Count: 1,971



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Money is worth much more than the paper it's printed on.

Introduction

An ordinary piece of paper isn't worth a lot, but a piece of paper money can be worth thousands of dollars. A check can be worth millions. Each printed bill is worth much more than the paper it's printed on. But why? Where did money come from, and what makes money so valuable?

Money is valuable because the people who make and use it agree that it is valuable. The government that signs it, the mint that prints it, the banks that hold it, and the people who buy and sell things with it all agree that money is worth something.

The history of money is the fascinating story of how people changed from trading valuable objects to trading objects that represented their valuables. It also tells how technology creates "invisible money" that allows people to trade goods and materials around the world.

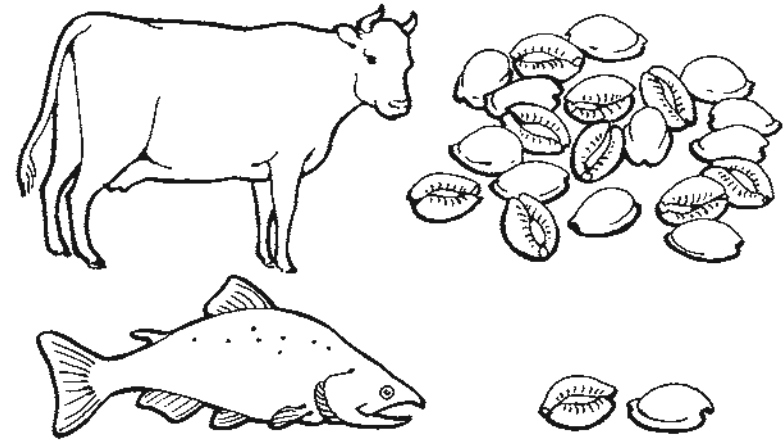
Bartering

Thousands of years ago, people used to **barter**, or directly trade their goods with each other. People living near the ocean had fish and salt, which they traded with people living near the mountains who had fruits, wood, and furs. The barter system continues today. If you trade an apple from your lunch for someone else's candy bar, you are bartering.

However, there are a couple of problems with bartering. You might want some goods or valuable objects from someone, but they might not want the goods that you have. Additionally, many items are heavy, hard to carry, or don't last long.



Bartering allowed people to trade for products they could not get on their own.



Currency allowed people to trade objects without carrying them around.

Currency

In order to get around the problems of bartering, people invented **currency**, or objects that represented certain values. For example, a group of people might agree that a cow was worth twenty shells and a large fish was worth two shells. People could trade goods for currency and vice versa.

Each culture around the world chose a different item to represent the value of its goods. The objects people used for currency were almost always light enough to carry, but rare enough that people couldn't just pick them up off the ground. The more rare the currency was, the more work it took to find it, and the more valuable it was.

Some of the items used as currency in ancient times were bright or colorful stones, shells, leaves, feathers, lumps of silver and gold, salt, spices, and gems. In ancient Rome, soldiers got paid with bags of salt. From Africa to Asia, people traded with rare speckled shells that were only found on a few islands in the Indian Ocean. Some Native Americans used wampum, or beads made from clam shells, to trade and make treaties. Other Native Americans used eagle feathers. The Chinese used bundles of tea leaves, and European colonists in North America used tobacco leaves as their currency.

The problem with currency of this type was that it was hard to decide how much a particular object was worth. If one shell was much larger than another shell, shouldn't it be worth more? And what if you met somebody who didn't think your shells were worth anything at all?

Do You Know?

The biggest currency in the world is used by the Yap Islanders, who live on an equatorial island near Indonesia. They make coins of giant stones that weigh as much as full-grown Asian elephants. The stones have holes in them, and the Yap Islanders move the stones by putting sticks through the holes and rolling the coins.



These ancient coins were stamped with the king's picture.

Coins

One solution to the problems of using ordinary objects as currency was to make coins from precious metals. Precious metals are rare and valuable across cultures, and they are easily shaped and weighed.

The first coins were **minted**, or produced, 2,600 years ago in Lydia, which is now a part of Turkey. From Lydia, coins quickly spread into the neighboring countries of Greece and Persia (now known as Iran). The earliest coins were hammered out of a natural combination of gold and silver called **electrum**. These coins were very rough and crude, with no patterns on the sides or standard sizes and weights. Later, coins were made from either pure gold or pure silver. They had standard weights, and the king's seal was stamped on one side to confirm the coin's quality.

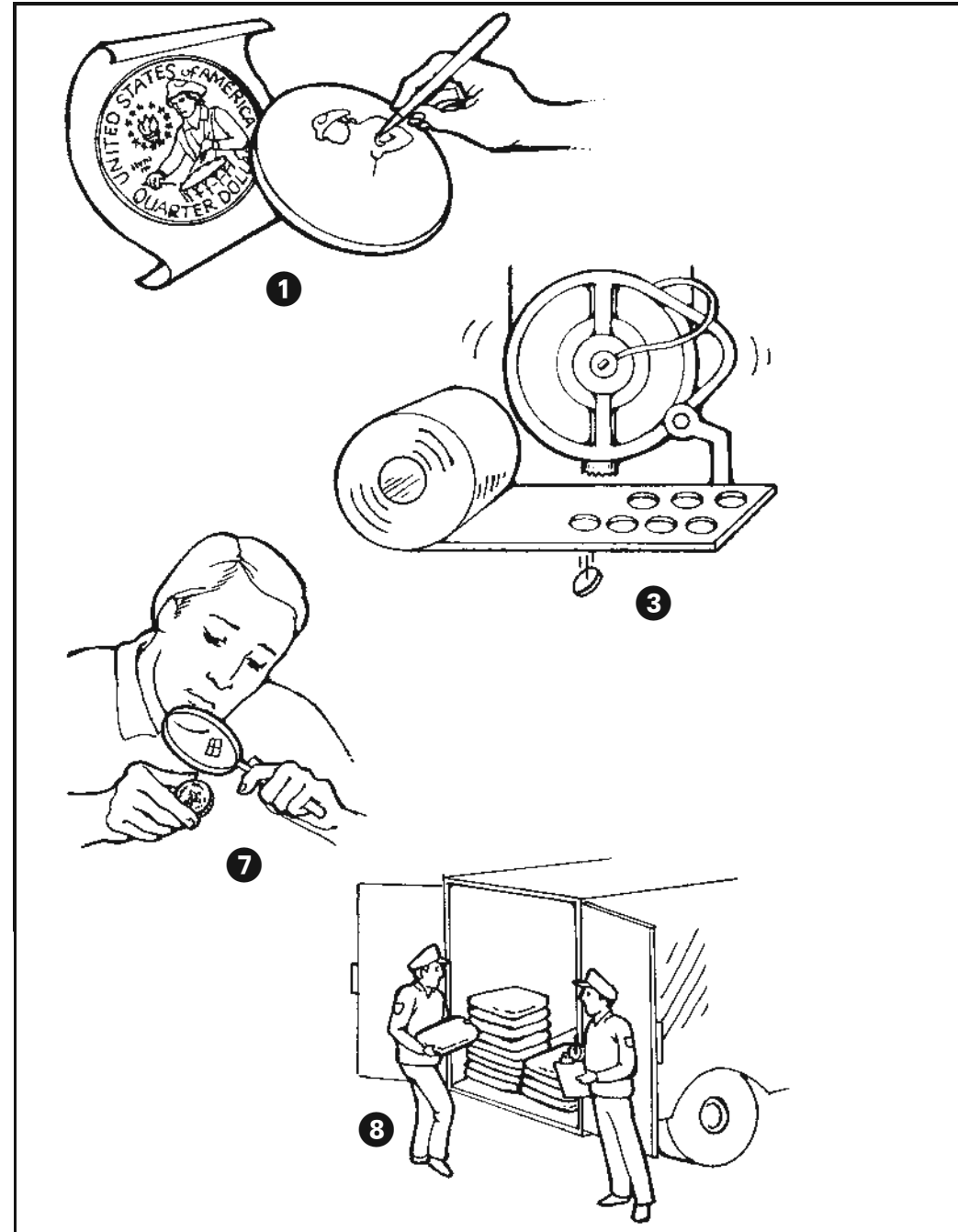
Early European coins usually had a god's head on one side and a seal from the maker on the other. Later coins pictured the heads of kings and rulers, with elaborate symbols on the other side. These pictures helped establish when, where, and by whom the coin was made. Even today, you can see the faces of presidents, kings, and queens on modern coins.



These greek coins had words, a picture of an owl, and a portrait of the goddess Athena.

The Chinese melted copper and poured it into molds where it hardened into coins. Chinese coins had holes in their centers, so thousands could be easily carried on a ribbon or a stick. Instead of pictures, the Chinese coins, called **cash**, had words telling their worth, or **denomination**. Only the government could produce coins.

Chinese cash could be held on a string or stick for easy carrying.



Minting Coins

Coins are harder to make than you might think. Once the government decides to produce new coins, these are just some of the steps that must happen.

- 1 A designer draws a picture of the coin's two sides on a large piece of paper.
- 2 Sculptors make a large, three-dimensional model of the coin. An engraving machine uses the model to make a die, or coin stamp. The die is sent to mints, or factories that produce coins.
- 3 Mints cut blank coins, called blanks, from a rolled-up sheet of the right kind of metal. The sheet can be as long as five football fields.
- 4 The blanks are heated, cooled, washed, and dried.
- 5 A machine called an upsetting mill creates the raised edge of the coin.
- 6 The coin press stamps the pattern from the die into the coin.
- 7 Inspectors make sure that there are no mistakes in the coin. Incorrectly made coins get melted down and recycled.
- 8 The coins are sent out to banks in armored trucks.

Paper Money

A Chinese man named T'sai Lun invented paper 1,900 years ago. But it wasn't used for money until 700 years later when the Chinese



Early Chinese paper money

government ran out of copper to produce coins. They switched to printing paper money. The earliest paper money was printed by hand by pressing wooden blocks covered with ink onto uniformly sized rectangles of paper. Although coins were still available, the lighter paper money quickly became more popular.

In Europe, another invention changed the shape of money. Johannes Gutenberg invented the movable-type printing press in A.D. 1400. Gutenberg's press allowed people to print paper money by machine, rather than by hand.

The Value of Money

Unlike gold or silver coins, paper money is worth very little by itself. It costs only four cents (U.S.) to print a bill, including the cost of the paper, ink, and the printer's pay. So why is one piece of paper worth a hundred dollars? And why is another worth only one?

Because the government says so. A hundred years ago, for each dollar in **circulation**, the government had one dollar's worth of gold in a bank. This system was called the gold standard, because it ensured that every dollar represented its **face value**, or the number printed on it, in gold. Back then, you could trade your dollars for the same amount of gold at the bank.



Banks used to keep bars of gold that represented the sum of everyone's money.

Do You Know?



Since travel from country to country has become so easy, it can be a bother to change one country's money to another every time you travel. Some countries have agreed to share the same currency. Most of Europe's nations recently joined together to form the European Union. They standardized their money so that the euro is worth the same amount in each nation. Each country mints euros. The tail side of the euro has a picture that symbolizes the country that made it.

Most countries do not maintain the gold standard anymore. There are simply too many bills in circulation. They represent more wealth, goods, and valuables than there is gold in the world. Britain stopped using the gold standard in 1931, and the United States stopped 40 years later. Today, governments keep track of how many goods and resources there are in a country and circulate enough money to represent those goods and resources. Depending on how many goods and resources the country produces and how successful its businesses are, the value of a country's money can rise and fall compared to other countries' money. This is called a **floating currency** system.

Keeping Money Real

Everyone agrees that only the government can make money, because the government keeps track of the actual goods and resources that the money represents. But what if people try to produce money on their own? Fake money, called **counterfeit**, isn't worth anything because it isn't backed up by goods or resources. Banks, stores, restaurants, and companies will not let you use counterfeit money. Worse, having counterfeit money in circulation hurts the value of everyone's money—if there is fake money around, how do you know if your money is real or not?

Try This!

Get a dollar bill and pieces of typewriter paper, construction paper, cloth, and tissue paper. Cut the pieces of paper and cloth so that they are the same size and shape as the dollar bill.

Now close your eyes and try to tell the real bill from the fake bills by touch.

Cashiers and bank tellers, who handle a lot of money, can tell a real bill from a counterfeit just by feeling it. Could you do the same thing?



In order to defeat counterfeiters, most countries make their money using special, hard-to-copy tricks. Bills are printed on paper made with a secret formula. U.S. dollars are made of a mixture of about one-quarter linen and three-quarters cotton, with some red and blue fibers sprinkled throughout. However, the government keeps the exact formula a secret, the way Coca-Cola™ protects the secret recipe for their famous soda pop. A special thread below the portrait glows in ultraviolet, or “black,” light. Banks and some stores use special pens with ink that turns from black to yellow on real money, but stays black on fake money.

The pictures and print on bills are designed to prevent easy copying. The portrait is large and detailed, placed slightly off-center, and made of very thin dashed lines. The patterns on the bill are small and complicated. Each bill has a serial number that shows when and where the bill was printed.

In addition, many bills also have colored inks, magnetic inks, and inks that change color depending on the angle you look at them. Some bills have **holograms** or **watermarks** that produce an image only when you hold the bill up to the light.

Invisible Money: Checks and Credit Cards

Most adults have checking accounts. Banks keep track of how much money a person has saved, and the person writes checks, or official notes, that stand for a certain amount. Checks can represent a large amount of money on one piece of paper. Many checking accounts also have debit cards that people can use to take cash from their accounts at ATMs or pay for things at shops and restaurants.

Credit cards work like debit cards and checking accounts, except that instead of saving money in the bank, a person borrows the money from the bank. People use credit cards to buy items that cost more than they have in the bank. Then, they have to pay the money back, plus a fee called interest. If someone takes a long time to pay the money back, the interest gets bigger.



Automatic teller machines, or ATMs, allow people to get cash from their accounts at any time.



Debit and credit cards

Debit and credit cards are made of durable plastic. The person's name and an individual number are stamped onto one side, along with the name of the bank where the account is. A magnetic strip on the top has special **encoded** information about the person's bank account. When the card is swiped through a card-reading machine, the machine electronically calls the bank to make sure that the account has enough money in it. If the money is there, the price is taken from the person's account and moved to the store's, restaurant's, or company's account. It is easier to carry around one piece of plastic than it is to carry many bills. Plus, since cards have your name and information on them, the money is harder to steal than bills are.

However, credit cards can be dangerous, because people forget that they must pay back the money they used to buy objects. Many people who use credit cards irresponsibly owe so much money to the banks that the banks take back, or repossess, the things the person bought.

Plastic cards are less visible than money, but they still buy the same goods. Our invisible money allows us to trade with people around the world. With the help of catalogs and the Internet, you can use a credit card to buy goods from a person or company in another country. Your money is automatically changed into a currency the other person can use.

Shopping online with a credit card can instantly send money across oceans.



Conclusion

Three thousand years ago, people bartered one good for another. Today, people trade with each other using bills, coins, and even “invisible” money. What sort of money do you think we’ll have in another three thousand years?



At a stock market, people buy and sell stock, or pieces of companies. Stock costs more or less depending on the value of the company. But until the stock is sold, the money in it is not real.

Explore More

On the Internet

- A. In the address window, type *www.google.com*.
- B. Think of a topic you'd like to learn more about, such as currency or the stock market, and type it into the search window. You might be able to find more fun and interesting sites by including the phrase *for kids*.
- C. Read the colored links. Click on one that looks interesting.
- D. When you want to explore new links, use the back arrow at the top left.

At Home

Ask your parents to help you open a checking or savings account at the bank. The bank will hold your money and send you a monthly statement telling you how much you have and how much you've spent. A checking account lets you take out money any time you like. A savings account gives you interest on your money, so you will actually earn money without doing a thing!

Glossary

barter	directly trade one or some goods for other goods (p. 5)
cash	Chinese word for ancient coins; common term for paper money (p. 9)
circulation	currently being used and passed from person to person (p. 13)
counterfeit	fake money (p. 15)
currency	objects used to represent the value of goods or resources (p. 6)
denomination	the specific value of, or the number printed on, a piece of money (p. 9)
electrum	natural metal made of a mixture of gold and silver (p. 8)
encoded	written in a special code (p. 18)
face value	the denomination of currency as written on the front (p. 13)
floating currency	not attached to the gold standard (p. 14)
holograms	special pictures that look three-dimensional (p. 16)
minted	created coins (p. 8)
watermarks	special pictures that show up only when held to the light; create a faint, fuzzy, or "watery" image (p. 16)

Name _____

INSTRUCTIONS: After you finish each chapter, write at least one question under its heading. After you finish reading *Money, Money, Money*, write the answers in the right-hand column.

Questions	Answers
Bartering	
Currency	
Coins	
Paper Money	
The Value of Money	
Keeping Money Real	
Invisible Money	

Name _____

INSTRUCTIONS: Divide each compound sentence below into two sentences. Circle and label the subject and verb of each new sentence. If the clauses are not both complete sentences, write "not a compound sentence" on the line below.

1. You might want some goods from someone, but they might not want what you have.

2. The Chinese used bundles of tea leaves as their currency, and European colonists used tobacco leaves.

3. These coins were very rough and crude, with no patterns on the sides or standard sizes and weights.

4. This system was called the gold standard because every dollar represented its face value in gold.

5. In Europe, another invention changed the shape of money.

6. Britain stopped using the gold standard in 1931, and the United States stopped 40 years later.

7. The person's name and number are stamped onto one side, along with the name of the bank.

Up From Slavery

A Reading A-Z Level X Leveled Reader

Word Count: 1,888

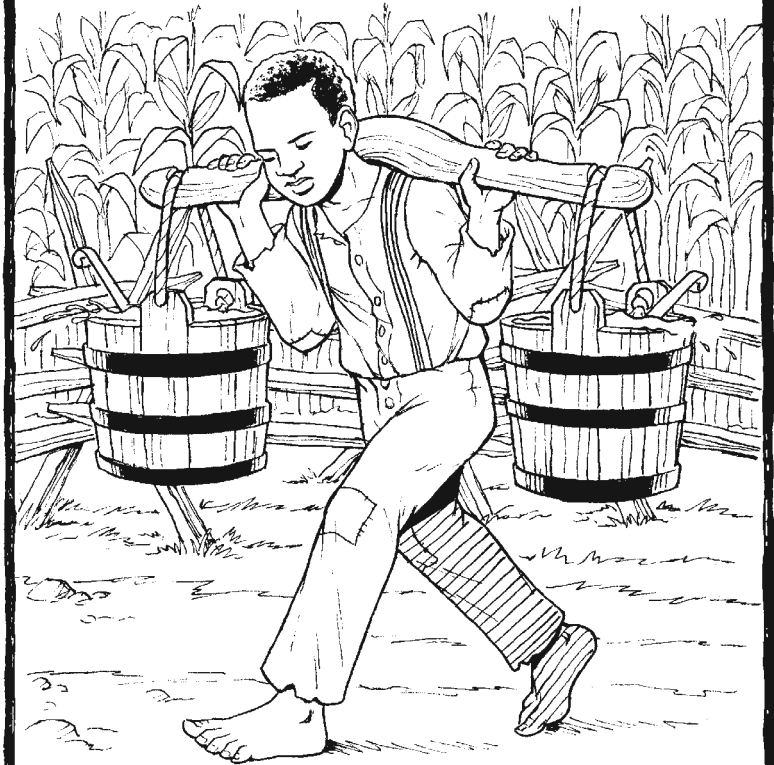


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UP FROM SLAVERY



A Selection from the
Autobiography of Booker T. Washington
Illustrated by Tad Butler

www.readinga-z.com

UP FROM SLAVERY

This autobiography was originally published by Doubleday, Page, and Company 1901. Some of the text has been reordered to create a more chronological narrative.



A Selection from the
Autobiography of Booker T. Washington
Illustrated by Tad Butler

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This book is the first chapter of the autobiography of Booker T. Washington. An autobiography is a life story told by the person who lived it. Booker T. Washington was born a slave in Virginia. After the Civil War, he worked in a salt mine, even though he was only nine years old. Washington was determined to get an education, and he paid for college by working as a janitor at the college he attended. He became a well-known teacher, speaker, and writer. In 1881, he founded the Tuskegee Institute, an African-American college in Alabama.

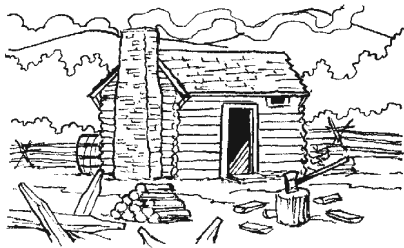
This chapter of his autobiography talks about his life as a slave and how the slaves were freed.

Home Life

I was born a slave on a **plantation** in Virginia. I am not sure of the exact place or date I was born. The first things I remember are the plantation and the slave **quarters**, which were where the slaves had their cabins.

My owners were not cruel compared with many other owners. I lived in a typical log cabin, about fourteen by sixteen feet (4.2 m by 4.9 m). Our cabin was also the kitchen for the plantation, and my mother did all the cooking for the whites and the slaves. There was no stove, so she used an open fireplace. The cabin was cold in the winter, but the heat from the fireplace in the summer was just as bad.

I cannot remember a single time during my childhood when our entire family sat down for a meal together. The children were fed like animals—it was a piece of bread here and a scrap of meat there. Sometimes, someone would eat right out of the skillet or pot while someone else ate from a plate balanced on his or her knees. We had no knives or forks, so we used our hands.



The cabin didn't have glass windows; it only had openings in the walls. The openings let in light, but they also let in the cold air of winter. There was a door to the cabin, but it was too small for the doorway, and there were large cracks in it. The cabin also had a "cat hole," which was a square opening where the cat could pass in and out. I never understood why we needed a cat hole. There were at least a half a dozen other holes in the cabin where the cat could crawl in and out.

I cannot remember sleeping in a bed before our family was freed. The three children—me, my brother John, and my sister Amanda—slept on a bundle of filthy rags on the dirt floor.

The worst thing I had to wear as a slave was a **flax** shirt. Our clothing was made from the leftover flax, which was the cheapest and roughest part of the cloth. I can't imagine any worse torture than putting on a new flax shirt for the first time. It feels like a hundred small pinpoints in your flesh. But I had no choice—I had to wear a flax shirt or none. If it had been up to me, I would have chosen to wear no shirt. My older brother John was so kind to me. Several times, when I was forced to wear a new flax shirt, he wore it for several days until it was broken in.



My mother had little time to care for her children. She took a few moments to care for us in the early morning before her work began and at night after the day's work was done. One of my earliest memories is my mother waking us up late at night to feed us a chicken. I don't know how or where she got the chicken—I think she took it from the owner. Some people would call this a theft, but because of how and why she took it, no one could make me believe that my mother was guilty of theft. She was simply a victim of the system of slavery.



The Work of a Slave Boy

Not long ago, someone asked me about the games I played when I was young. Until that moment, it had never occurred to me that there was no time in my life when I could play. Almost every day of my life was devoted to work. As a slave, I was cleaning yards, carrying water to the men in the fields, or going to the mill.

I used to take corn to the mill to be ground into flour once a week. The mill was about three miles (4.8 km) from the plantation. I always dreaded this work. They would throw the heavy bag of corn across the back of a horse. The corn hung about evenly on each side, and then they would sit me on top of the corn. Somehow, almost every time, the corn would shift and become uneven. It would fall off the horse, and often I would fall off with it. I was not strong enough to lift the corn back onto the horse, so I would have to wait, sometimes for hours, until someone came by who could help. This made me late getting to the mill, and by the time the corn was ground and I went home, it would be dark. The road was lonely and it went through dense forests. People had said that the woods were full of soldiers who would cut off the ears of any slave boy. I was always frightened, and when I was late getting home, I would get a severe **scolding** or a beating.

I had no schooling when I was a slave. I remember that on several occasions, I carried books for the white children and went as far as the schoolhouse door. Seeing all the boys and girls studying in the schoolroom made a deep impression on me. I thought that getting into the schoolhouse to study would be like getting into **paradise**.



Talk of Freedom

The first time that I knew we were slaves was when my mother woke us up early one morning. My mother was kneeling and praying that Abraham Lincoln and the armies of the North might be successful, and that one day, she and her children might be free.

I never have been able to understand how the slaves, who could not read, could keep themselves informed about what was happening. When Lincoln was running for President, the slaves on our plantation knew what the issues were, even though they were miles from any railroad or large city.

When war began between the North and South, every slave on the plantation knew that the main issue was slavery. Everyone felt in their hearts that freedom would come if the Northern armies won.

You may think that the slaves were bitter toward the white people. After all, the white people of the South were fighting a war to keep the black people as slaves. In the case of the slaves at our place, this was not true. During the Civil War, one of the young white owners was killed, and two were severely wounded. I recall the feeling of sorrow among the slaves when they heard of Master Billy's death. Some of the slaves had taken care of Master Billy when he was a baby. Others had played with him when he was a child. Master Billy had begged for mercy when an **overseer** or owner was whipping a slave.

In fear of a Northern invasion, the white people took silverware and other valuables from the "**big house**" and buried them in the woods with a trusted slave standing guard. These slaves would give the Northern soldiers food, drink, clothing—anything except the valuables that they had in their care. **Woe** be to anyone who attempted to take the buried treasure.



Free at Last

Finally, the day of freedom came. As the day drew near, there was more singing in the slave quarters than usual. Many of the plantation songs mentioned freedom, but before then, the slaves carefully explained that "freedom" referred to heaven after death. Now, they threw off the disguise and were not afraid to show that "freedom" meant freedom in this life. The night before the eventful day, word was sent to the slave quarters that something unusual was going to take place at the "big house" the next morning. I got little sleep that night.

Early the next morning, word was sent to all the slaves, young and old, to gather at the house. Everyone in our master's family was on the porch, where they could hear what was going on. There was a look of deep interest, or maybe sadness, on their faces. As I remember now, they did not seem to be sad because of the loss of property. Rather, they were sad because they were parting with people who were very close to them. Some man appeared, a stranger, and he made a little speech and then read a long paper—I think it was the **Emancipation Proclamation**. In the reading, we were told that we were all free, and we could now go where we pleased. My mother leaned over and kissed us while tears of joy ran down her cheeks. She explained what it all meant, and that this was the day that she had been praying for.



The Effects of Slavery

The hurtfulness of slavery did not just affect the black people. I pity any nation that becomes **entangled** in the net of slavery. Once slavery has its arms fastened on the economic and social life of a country, it is no easy matter to get rid of it.

The celebration and rejoicing of the black people only lasted for a brief period. By the time they returned to their cabins, there was a change in their feelings. They became aware of the great responsibility of being free. They had to provide themselves with a home, care for their children, schools, and churches. Some of the slaves were seventy or eighty years old, and they had no strength to earn a living in a strange place. They had spent fifty years with their owners, and it was hard to think of leaving.



On the other hand, the former slaves pitied our former owners. After years of slavery, the whites looked upon labor and work as bad and inferior. Slavery took the spirit of **self-reliance** out of the white people. My old owner had many sons and daughters, but not one knew a single **trade** or work skill. The girls had never been taught to cook or sew or take care of the house. The sons had the feeling that **manual labor** was not the proper thing for them. On the other hand, the slaves had learned valuable skills, and none of them were ashamed to work.

There are many instances of blacks caring for their former owners who became poor after the war. Not long ago, I met an ex-slave from Virginia. This man had made a deal with his master two or three years before the Emancipation Proclamation. The slave was permitted to buy freedom for himself by paying his master some money each year.

While he was paying for himself, he was allowed to work wherever he wanted, and he found a job in Ohio. When freedom came, he still owed his master three hundred dollars. Even though the Emancipation Proclamation said that no slave owed his master anything, this black man walked back to Virginia and placed every



dollar in his master's hand. He said that even though he knew he didn't have to pay, he had given his word. He felt that he could not enjoy his freedom unless he kept his word.

From some of the things I have said, you may get the idea that some of the slaves did not want freedom. This is not true. I have never seen a single one who did not want to be set free, or who would return to slavery.

*You can read more of **Up From Slavery** by finding the book in your library or bookstore.*

Explore More

At the Library

Ask your librarian to help you find the book *Up From Slavery*. Booker T. Washington writes much more about his life during and after slavery in his autobiography.

Ask your librarian to help you find other biographies and autobiographies of African Americans who lived as slaves. Many slaves wrote about their stories, including Frederick Douglass, Harriet Jacobs, and Henry “Box” Brown. Other freed slaves, such as Harriet Tubman, told other writers about their lives. You can often find these books in the “African-American History” section of your library.

On the Internet

- A. In the address window, type *www.google.com*.
- B. Type *Booker T. Washington* or *Up From Slavery* in the search window. Click on “Google Search.”
- C. Read the colored links and click on one that looks interesting. When you want to explore more links, click on the “back” arrow at the top left.
- D. You can also try different searches, such as *Emancipation Proclamation*, *Tuskegee Institute*, or *African-American autobiography*.

Glossary

big house	the name many slaves used for their masters’ houses (p. 11)
Emancipation Proclamation	a law passed by President Lincoln in 1862 that freed all the slaves in the United States (p. 13)
entangled	trapped in; tangled up in (p. 14)
flax	a plant with stringy stems that are made into fabric; also, the fabric from the flax plant (p. 6)
manual labor	work that is done with the body; physical work (p. 15)
overseer	a plantation worker who watched the slaves and made sure they worked (p. 11)
paradise	a perfect, beautiful place where you can be happy forever (p. 9)
plantation	a large farm, owned by a single person or family, where slaves or laborers do the work (p. 5)
quarters	a group of buildings where people, especially workers, live (p. 5)
scolding	getting yelled at as a punishment (p. 9)
self-reliance	the ability to take care of yourself (p. 15)
trade	job or skill (p. 15)
woe	bad luck; pain and sorrow (p. 11)

Name _____

INSTRUCTIONS: For each question, reread the section named. In the *Clues* column, write any clues or information that the section gives you about the question. In the third column, use the clues to make an inference that answers the question.

Section Title	Question	Clues	Inference
Home Life	Why did Booker's mother have little time to care for her children?		
Talk of Freedom	Why did Booker's Master Billy beg an overseer for mercy when the man was whipping a slave?		
Free at Last	Why did the slaves want the slave owners to think that the "freedom" they sang about in their songs was about going to heaven?		
The Effects of Slavery	Why didn't the slaveowner's children have any work skills?		

Name _____

INSTRUCTIONS: Combine the short sentences into one complex sentence that flows smoothly.

1. Slaves had little food. Slaves had few clothes. Slaves had no books.

2. Booker slept on a bed of rags. Booker slept on the floor. Booker slept with his brother and sister.

3. Booker was afraid of the soldiers. Booker was afraid of a scolding. Booker was afraid of being beaten.

4. Slave owners' daughters did not cook. Slave owners' daughters did not clean. Slave owners' daughters did not sew.

5. The slaves did want freedom. The slaves did not want to go back into slavery.

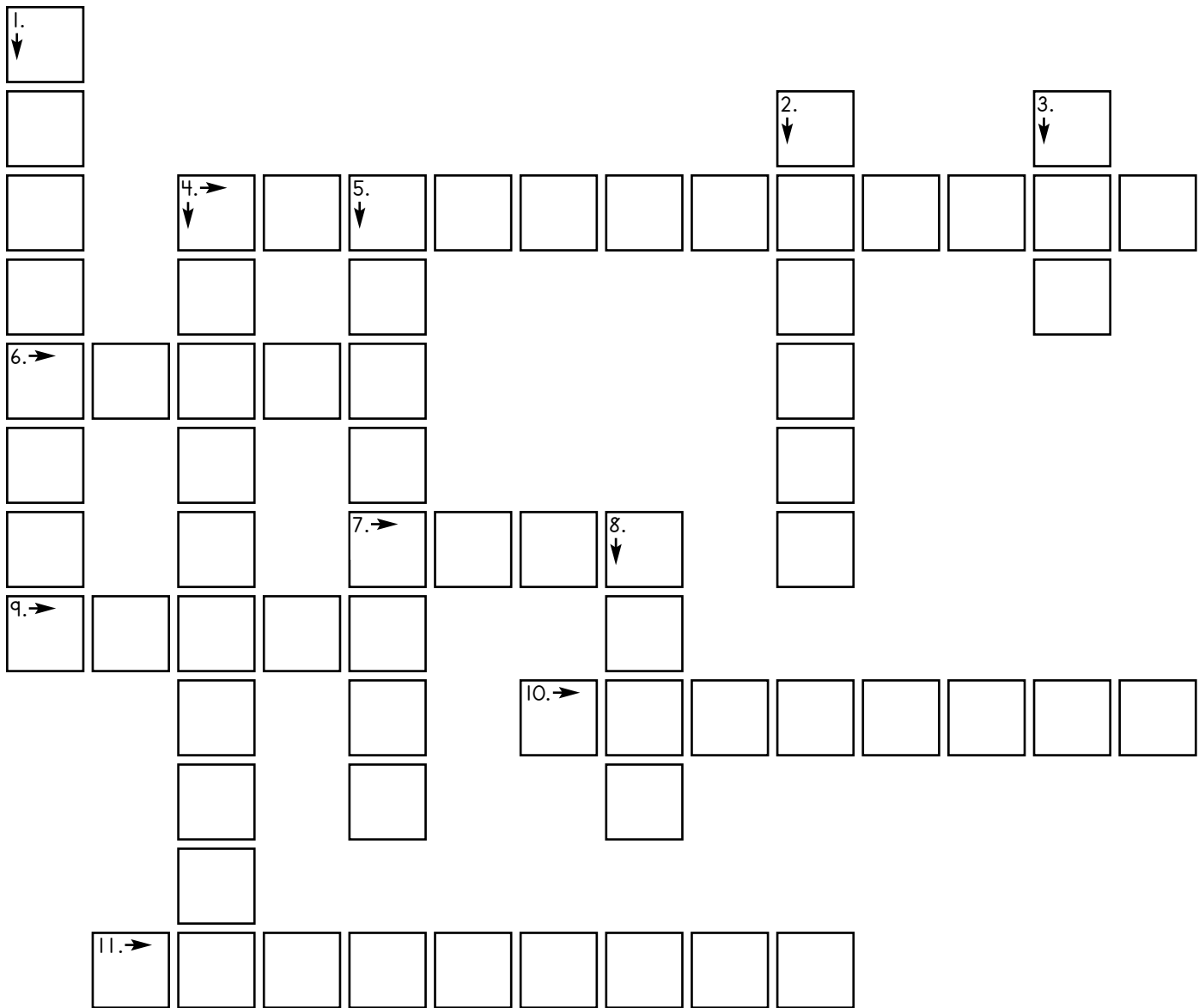
6. Booker cleaned yards. He carried water to men in the field. He carried grain to the mill.

7. The corn would shift. The corn would fall off the horse. Booker would fall off the horse with the corn.

8. There was more singing on the plantation. The singing was louder. The singing was more joyful.

Name _____

INSTRUCTIONS: Use the clues to fill in the crossword puzzle with vocabulary words from *Up From Slavery*.



Across

4. The Emancipation _____ ; an executive order that freed slaves in the South
6. a job or skill
7. ____-reliance: the ability to take care of yourself
9. Booker Washington was one.
10. a perfect place where you can be happy forever
11. trapped in

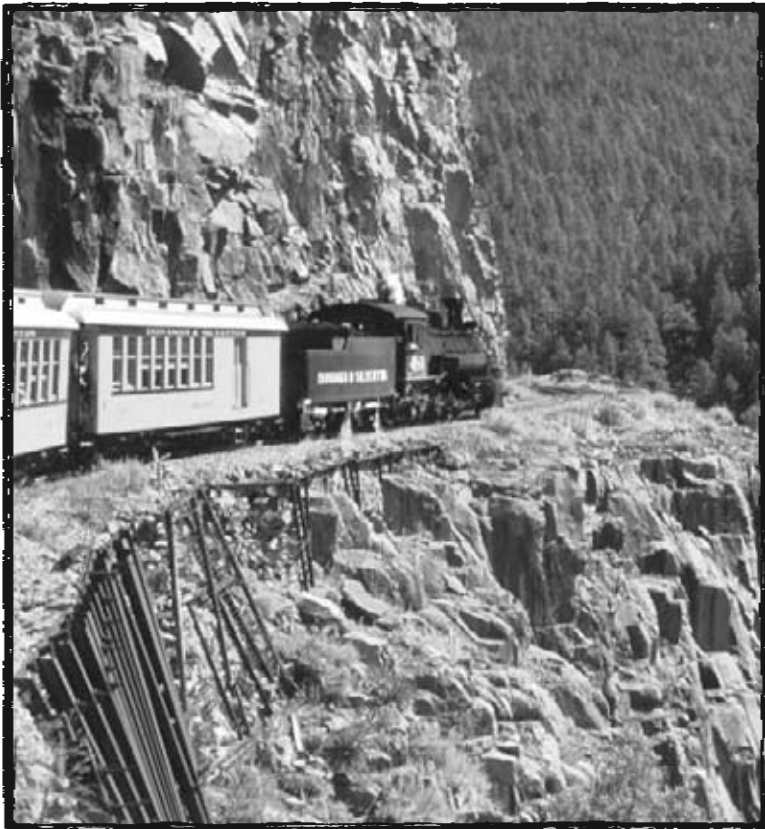
Down

1. a group of buildings where workers live
2. _____ labor: physical work
3. bad luck; pain and sorrow
4. a large farm where slaves worked
5. a plantation worker who watched over the slaves to make sure they worked
8. a plant that is made into fabric

The Transcontinental Railroad

A Reading A-Z Level X Leveled Reader

Word Count: 2,016



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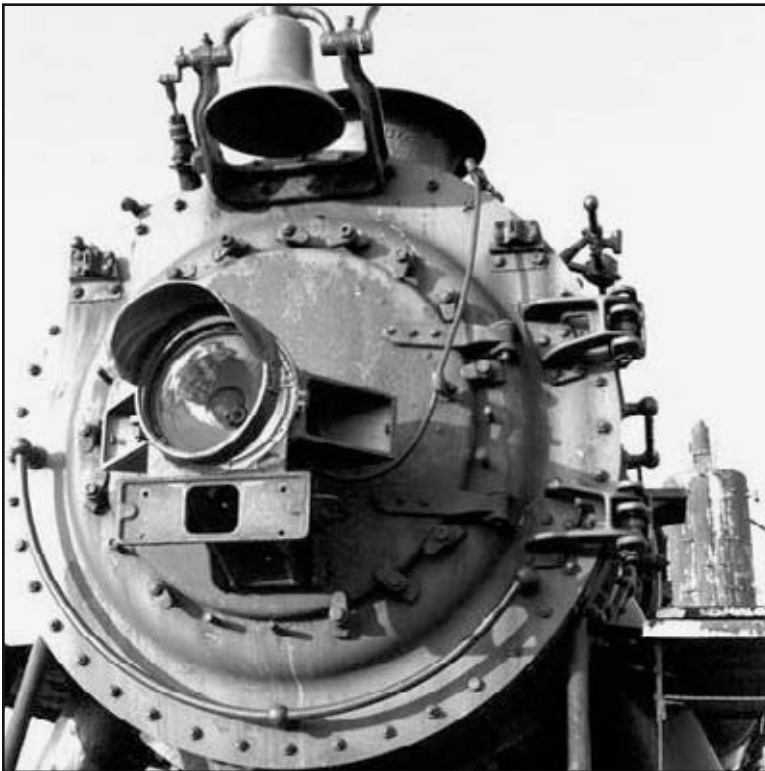
The ##### Transcontinental Railroad



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Introduction

One hundred and fifty years ago, it could take six months to travel overland from New York City to San Francisco. That meant that if you left New York in April, the beginning of spring, you would not arrive in California until October, during the chilly days of fall. Over the long months of traveling, you would have to carry all of your food, or hunt and gather it from the wild. There were few maps, so it was easy to get lost. You would have to cross freezing, wind-swept prairies, roasting deserts, and treacherous mountains, all on foot or horseback, or in a creaky wagon that would often break down.

Yet thousands of people were making this journey across the United States to California every year. The west coast offered rich farmland, wonderful weather, and best of all, gold. If only there were some way to get people and supplies to and from California more quickly and safely.



Pioneers spent months on the road, and many died.



A busy Eastern railroad station

At the time, the fastest way to travel was by railroad. Railroads crisscrossed the eastern United States as far west as Chicago, Illinois, and Omaha, Nebraska. Building a railroad across the United States would allow the settlers to get to California much faster. It would also allow the settlers in California and all across the West to reach the east coast to order goods, send and receive mail, and visit loved ones they may not have seen for years. The booming state of California would have a link to the businesses and government of the east. But how could anyone build something as big and expensive as a railroad across the immense, rugged American West?

You will find out how in this book.



Civil War soldiers using railroad equipment

Who Will Build the Railroad?

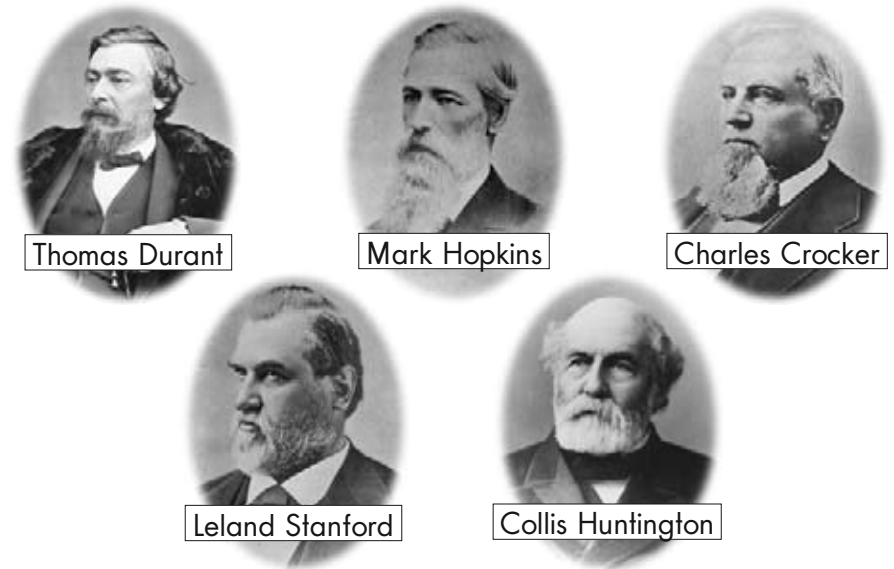
People had wanted a transcontinental railroad, or a railroad that crossed the entire North American continent from the Atlantic Ocean to the Pacific, for years. But no one had built one for many reasons.

First, building a railroad of that size was far too expensive for any one person or company to pay for. Second, the technology of the time did not seem advanced enough for such a big job. **Engineers** had no calculators, no computers, and no airplanes to photograph and chart the land—in fact, there were hardly any maps of the areas the railroad would cross. Most important, the Northern and Southern states were fighting each other in the Civil War. Even before the war began, the states had argued about whether the railroad should cross the northern or southern half of the country.

In July of 1862, Congress passed the Pacific Railroad Act, declaring that a transcontinental railroad must be built. The act called for two companies to share the cost of building it. The Central Pacific Railroad would start laying track east from Sacramento, California, and the Union Pacific would work west from Omaha, Nebraska. The government would give both companies huge areas of land on either side of the track they built. They could sell this land to pay for the railroad.



The vast area of non-state territory had no railroads, leaving California and Oregon unconnected to the rest of the U.S.



The owners of the Union Pacific Railroad (Thomas Durant) and the Central Pacific Railroad (all others)

This two-company system cleverly ensured that the railroad would be built quickly, because it set the two companies against each other in a race. The company that built the most track would get the most money. The Union Pacific was headed by Thomas Durant. The Central Pacific was owned by four gold-rush businessmen known as the “big four”: Mark Hopkins, Collis Huntington, Charles Crocker, and Leland Stanford, who was then the governor of California. Immediately, these competitive men began the task. The Central Pacific started work in January 1863, just outside Sacramento, California.

Who Will Win the Race?

The Civil War and financial trouble held back the Union Pacific railroad for two years. The war was taking up all of the iron, gunpowder, and workers that the railroad needed for building track. But work got underway soon after the war ended in 1865. By 1866, it looked like the Union Pacific would easily win the race. The crews of workers were quickly laying down the railroad across the Nebraska prairie, west of Omaha.



Flat Nebraska land was easy to build on.



Surveyors carefully measure distance and elevation.

First, surveying crews studied the land, making measurements and putting stakes in the ground to mark exactly where the track would go. Second, a crew of graders went out. They removed any trees and vegetation, filled in any low spots, and dug away any high spots to make a flat, smooth track. In the flat, smooth land of the plains, the graders often had little to do. Finally, the track layers came.

Laying the track required several groups of workers. First, a team of men laid down wooden timbers called **ties** across the track. Next, other men dragged the heavy iron rails into place. Then, another group of men with heavy sledgehammers pounded in iron spikes and bolts that held the rails to the ties. Finally, a last group of men carried in wheelbarrows and wagonloads of sand and gravel, called **ballast**, to fill in around the new tracks. Using this system, the Union Pacific Railroad could lay two or three miles (3–5 km) of track in a single day.



The men on the left are hauling a heavy iron rail.

Right behind all of these crews, the very first train rolled down the new track. The train carried all of the wood, rails, iron spikes, tools, and ballast the crews needed. It also carried sleeping cars, a kitchen and food, repair shops, and goods such as clothing. It was like a rolling town that built itself as it went.



A lunch break on the job

The citizens of this working town were mostly immigrants from Ireland, Germany, and the Netherlands; Civil War veterans; and freed African-American slaves. The newspapers portrayed the Union Pacific workers as tough, proud men who worked hard all week and gambled on Sunday, their day off. They built the railroad across the plains with incredible speed, quickly reaching the Rocky Mountains.

But for another group of people, the advancing track was the beginning of the end of their way of life. The Native Americans of the Great Plains understandably did not like the railroad. The buffalo, which the Native Americans depended on for their entire existence, would not migrate across the tracks. Train passengers shot buffalo by the thousands, just for sport, and within a few years, the animals were almost totally gone. Without the buffalo, the Native Americans could not survive as they had.



Settlers slaughtered the buffalo and left them to rot.

The railroad also brought a flood of settlers to the plains. These settlers began farming and building their homes on land that had always been occupied by the Native Americans. They did not ask the Native Americans for permission or offer them payment. The trains also brought litter, noise, air pollution, and prairie fires caused by sparks from the wood- or coal-burning engines.



Native Americans prepare to raid a train.

As the Union Pacific advanced across the west, the Native Americans raided and looted the construction crews. They stole supplies and livestock, and even killed the workers. The Union Pacific demanded that the army protect the workers and the railroad. Soon, soldiers were sent onto the plains, where they engaged in many battles with the Native Americans. In time, the tribes of the plains, like the buffalo, had all but disappeared.



Workers had to build a railroad across these mountains.

Who Will Conquer the Mountains?

Meanwhile, the Central Pacific was going **agonizingly** slowly. Right away, the company had to cut a track into the steep and snowy Sierra Nevada Mountains. Their route went over the **infamous** Donner Pass, where a group of pioneers had starved horribly when they were stranded in fierce winter snowstorms. Because trains at the time could not climb steep hills or go around sharp corners, the workers somehow had to make the jagged mountains into a smooth, gently rising trail.

The workers cut away the solid granite mountainsides and filled in gorges and ravines with rocks and soil, wheelbarrow by wheelbarrow. It was slow, painful work, and very few people wanted to do it. Most young men had come to California to try to strike gold. Almost all of the men hired by the Central Pacific Railroad quit within a week to seek their fortunes elsewhere.

Finally, the Central Pacific reluctantly hired a small group of Chinese workers. There was an incredible amount of **discrimination** against Chinese people in California at the time. The railroad bosses thought that they were small and weak. The bosses were only convinced to hire them when someone pointed out that after all, their ancestors had built the Great Wall of China.



Chinese workers loading ballast to fill in under a track

The Chinese workers proved to be up to the challenge—and more. They organized themselves into **efficient** groups of laborers and **foremen**. They did not leave the job, no matter how difficult it was. The Central Pacific hired more and more Chinese workers until they made up almost the entire work force.

Do You Know?

Why did the Chinese workers do so well? Part of the reason is that they stayed healthy while many other workers became sick. There were many things about Chinese culture that kept the workers in good health:

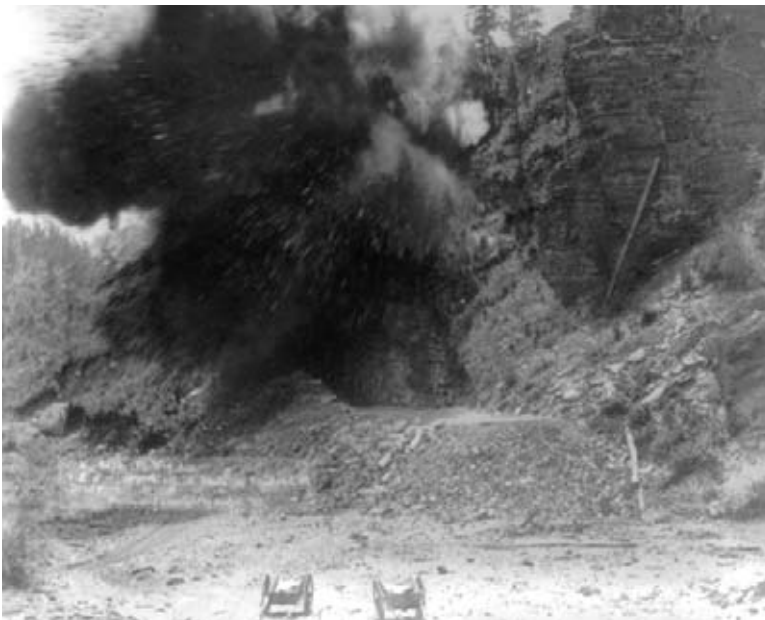
- They ate a low-fat, healthy diet with lots of fresh fruit and vegetables that they carried themselves. Many other workers ate a heavier, less healthy diet of meat, potatoes, cabbage, bread, and butter.
- They drank tea rather than water or beer. The hot tea kept them warm, and boiling the water killed harmful germs in the water supply.
- At the time, Chinese culture valued cleanliness and bathing much more than American culture did. The workers bathed often, keeping germs off their bodies.



Chinese workers ride through a narrow gorge they likely carved by hand.

To get the railroad over the Sierra Nevada Mountains, the Chinese workers had to cut fifteen tunnels through solid rock. They used only hand drills, sledgehammers, and loose gunpowder. Through the winter, a total of 44 snowstorms buried the mountains. The workers built tunnels, sleeping areas, and workspaces under 18 feet (5.5 m) of snow. Because these were only the grading crews, not the track layers, there was no track where trains could bring supplies to the work site. Everything had to be brought up the side of the mountain by ox wagon or by hand.

The most famous accomplishment of the Chinese workers was to cut a track into the side of an enormous cliff they called Cape Horn. They used an old, but dangerous, technique that had been used in China. Workers wove reed baskets big enough to hold two men. They lowered workers in the baskets from the top of the cliff. The workers drilled holes into the sides of the cliff, stuffed the holes with black powder, lit a fuse, and then shouted to the men above. The men at the top hauled up the baskets as fast as they could, hoping to pull everyone out of the way before the cliff was blown apart.



Loose gunpowder blasts away a section of mountain.



The cold weather and snows were the cause of the most deaths.

But with these accomplishments came tragedy. Accidents crushed hands, feet, and even whole bodies. The cold weather froze many workers to death. Avalanches buried entire groups of men alive—some were not found until spring. Nobody at the Central Pacific Railroad kept track of how many Chinese laborers were killed while building the Transcontinental Railroad. It was probably hundreds.

Finally, in 1864, the track broke through the mountains, and the Central Pacific moved onto the deserts of Utah.

Where Will They Meet?

The Union Pacific had a much easier time crossing the Rocky Mountains than the Central Pacific had crossing the Sierra Nevada. They took a gentle route called the South Pass, and they also moved quickly onto the deserts of Utah. By 1869, the two companies were approaching each other. Their meeting place would be at Promontory Point, Utah.



The railroad near the Rocky Mountains

On May 10, 1869, workers, railroad owners, journalists, and politicians gathered at Promontory Point for the completion for the Transcontinental Railroad. The race was over—the Union Pacific had laid 1,086 miles (1,748 km) of track, and the Central Pacific had laid 689 miles (1,109 km), though the Central Pacific got extra money for building through the mountains.



The last spike is set at the final ceremony.

To celebrate the completion of the first railroad to cross the United States, the heads of the two companies would drive the last four spikes into the track. The spikes were made of gold and silver. Workers from both companies dragged the last rails into place. Leland Stanford, the head of the Central Pacific, and Thomas Durant, head of the Union Pacific, both took up sledgehammers. They carefully aimed—and missed! But the telegraph reporters sent out the signal anyway. The Transcontinental Railroad was complete.

Conclusion

Suddenly, California was a few days of travel away from New York, instead of months. Railroads soon stretched to Salt Lake City, Oregon Territory, and the Southwest. Towns sprang up along the track now that trains could bring passengers, supplies, and mail quickly and safely. The Union Pacific and Central Pacific made millions of dollars, because every railroad town had to buy land from them. The end of the Civil War had reunited the country from north to south. And for the first time, a transcontinental railroad united the country from east to west.



The Route of the Transcontinental Railroad

Glossary

agonizingly	frustratingly or painfully (p. 15)
ballast	sand or gravel used to fill in empty spaces and hold things down (p. 11)
discrimination	treating one group badly through laws, policies, and attitudes (p. 16)
efficient	makes good use of time and gets work done quickly (p. 17)
engineers	people who plan and design buildings, structures, and machines (p. 6)
foremen	people who organize and watch over a small group of workers (p. 17)
infamous	famous for being evil, bad, or dangerous (p. 15)
ties	wooden pieces that form the base of a railroad track (p. 11)

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INSTRUCTIONS: Write the main idea and two important details for each of the chapters listed on the chart. In the space at the bottom, write a summary of one of the chapters.

Chapter Title	Main Idea	Important Details
Who Will Win the Race?		
Who Will Conquer the Mountains?		
Where Will They Meet?		
Summary of _____		

Name _____

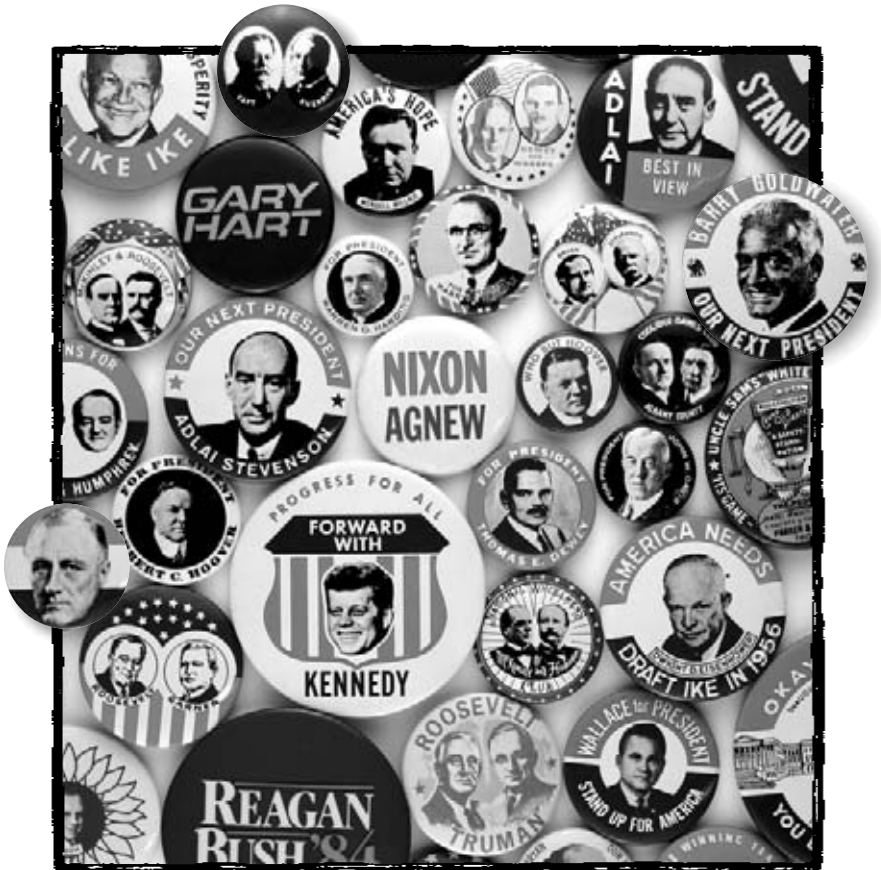
INSTRUCTIONS: Find the compound words in *The Transcontinental Railroad*. Write the first ten words on the worksheet. In the second column, write two words that were joined to form each compound word. Then use two of the compound words to write two sentences of your own.

Compound Word	Words Joined to Form It
1.	+
2.	+
3.	+
4.	+
5.	+
6.	+
7.	+
8.	+
9.	+
10.	+
Sentences	
1. _____ _____ _____	
2. _____ _____ _____	

Your Road to the White House

A Reading A-Z Level X Leveled Reader

Word Count: 1,502



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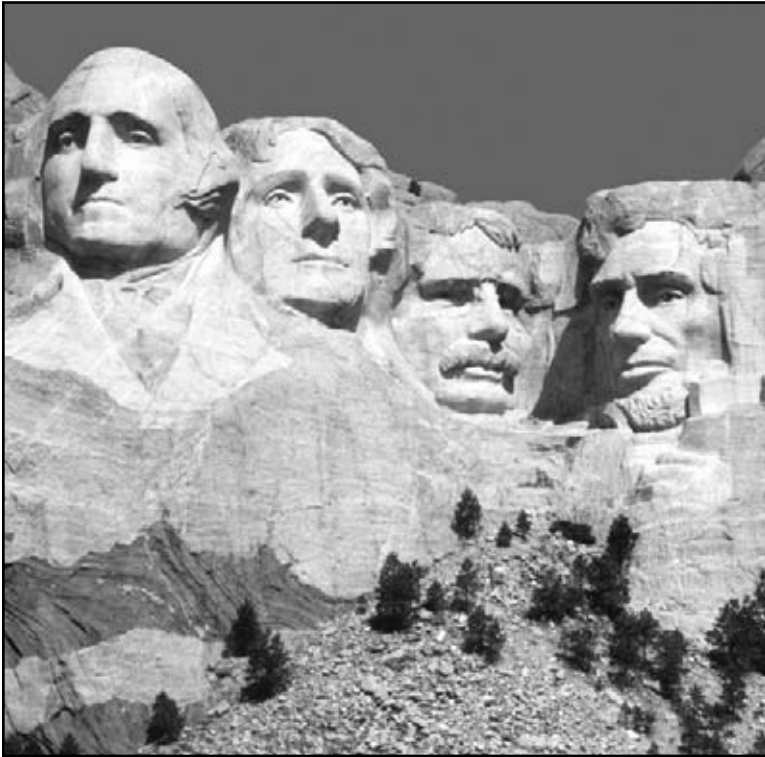
Your Road to the White House



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Your Road to the White House



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Page 3: United States Capitol Building

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President Gerald Ford talks with reporters in the Oval Office.

So You Want to Be President

So, you've thought it over and you want to be the leader of the United States. Are you qualified to run? What **political party** will you represent? How about deciding on a **campaign** to persuade people to vote for you? And then, how do you ultimately win on Election Day? Think you can do it? Let's follow, step by step, the path you'll take to be elected president.

Are You Qualified?

You only have to meet a few easy requirements to run for the office of president! These rules are written in the **Constitution**. You must be 35 years old (uh oh—does this mean you'll be putting off your campaign for a few years?); have been born in the United States; and have lived in the United States for 14 years.

In the unlikely event that you are already president, you have another consideration: how many terms have you served? If you're elected for one four-year term, you have the option of running for a second term. You can only serve two terms (eight years) total. So, if you're on your second term, it might be time to think about changing careers!



United States Presidents

It isn't a requirement, but you'll most likely want to be a **politician** before you run for president. Voters tend to prefer presidential candidates who have proven their experience in government and with leading people.

Candidates Who Weren't Politicians

Dwight D. Eisenhower is the only nonpolitician to win the presidency since 1900. However, "Ike" was a famous war hero. He commanded the Allied forces in Europe during World War II. Voters knew he was a proven leader and wanted him to lead the United States!

These nonpoliticians tried unsuccessfully to become president:

- **Ross Perot**, a Texas billionaire
- **Ralph Nader**, a consumer advocate
- **Dr. Benjamin Spock**, a famous children's doctor



Eisenhower encourages Allied troops during World War II.



American President Ronald Reagan, right, signs an agreement with Russian President Mikhail Gorbachev in 1987.

Do you know exactly what your job will be when you're president? It's always good to have a job description when you apply for a new job. In a nutshell, you'll:

- Make sure the government is functioning well
- Ensure the laws are being followed
- Command the Army, Navy, Marines, and Air Force
- Meet with leaders of other countries.



You say you're up to the challenge? You'll make a good leader of the country? Good. Your next step will be persuading the voters to agree that you're the best person for the job.

What U.S. Presidents Have in Common—So Far

U.S. presidents have been mostly white Protestant men, except for John F. Kennedy, who was Catholic. In 2000, the Democratic Party nominated Senator Joseph Lieberman as the vice presidential candidate—the first Jewish candidate from a major party. In 1984, Geraldine Ferraro ran as the Democratic Party's vice presidential candidate. It is just a matter of time before our country elects a president who breaks the mold in terms of gender, religion, and race.



John F. Kennedy



Joseph Lieberman



Geraldine Ferraro stumping in 1984.



George W. Bush shakes hands with children during one of his campaign stops in 2004.

Time to Campaign!

You'll need to start rallying people to vote for you. Everything you do to get voters to prefer you to your opponent is called your campaign. You'll be traveling the country, advertising, speaking, debating, getting your photograph taken, marching in parades, shaking hands, and smooching babies. You'll hold news conferences, too. Are you ready for the grueling schedule?

Political Parties



But wait a minute! Before you start campaigning, you'll need to decide which political party you'll represent. A political party is a group of people with similar thoughts on how the government should be run.

The two main parties in the U.S. are the Democrats and the Republicans. Democrats tend to favor a strong federal government involved in people's lives through federal programs. Generally speaking, Republicans favor less government involvement in people's lives, especially when it comes to money. There is no one "right" party or "wrong" party. Most Americans don't believe everything one party stands for, and so they decide by choosing the party that most closely matches their values.



Registered Democrats in:

November 2000 765,641
November 2003 720,946



Registered Republicans in:

November 2000 696,657
November 2003 677,977

Source: U.S. Secretary of State's office



A third-party candidate, Ralph Nader, ran for president in 2000 and 2004.

Republicans and Democrats are the major parties, but there are other political parties. When someone is called a “third-party candidate,” it means that person is running as a representative of a party other than Republican or Democrat.

It Wasn't Always a Major Party

The Republican Party started out as a third party! The two major parties used to be the Democratic Party and the Whig Party. The last year the Whigs had a presidential candidate was 1856. The Republican Party took its place with a strong anti-slavery stance. Both the Republican and Democratic parties have evolved into political powerhouses.



William Henry Harrison, the first Whig president



Presidential candidate John Kerry campaigns in 2004.

Okay! Now that you've chosen a political party, you'll want to hire a campaign manager. Your manager will draw up a plan that will map out every move of your campaign. A large staff of advisors will assist your campaign manager. The manager is very important since a good campaign could make the difference between losing and winning.



There are two parts to a presidential campaign. In the first part, you work to win your party's nomination to be its candidate for president. In the second part of your presidential campaign, you've won your party's nomination and are concentrating on winning against the other parties' candidates.

Two Campaigns

So, in the beginning you're campaigning in order to triumph in the primaries. Primaries are local elections to choose one person to represent a political party in the general election. Some states don't hold **primaries**. Instead, the party members from a state choose a candidate by voting at a meeting called a **caucus**.

When the primaries and caucuses are over, the parties each hold a meeting known as a **convention**. At each convention, party members, or **delegates**, from each state vote to choose the party candidate.

Delegates promise to vote for the candidate winning the primary or caucus in their state. When each delegation has spoken ("The great state of Oregon casts its votes for . . . Candidate You!") and the votes have been tallied, you will learn if you've won your party's nomination.

The Number of Delegates

The Democratic Party has 4,353 delegates. A Democratic candidate must have 2,176 votes or more to win.

The Republican Party has 2,509 delegates. A Republican candidate must get at least 1,254 votes to win.

Now things really start to get serious.



As your party's presidential **nominee**, you'll now enter the second part of your campaign. Your goal is to defeat the presidential candidates from all the other parties and become the president of the United States. As you did before the primaries, you'll travel the country to speak, shake hands, and debate with other parties' candidates.



Volunteers help candidates get elected.

Do You Know?

When does your campaign actually begin? You will spend lots of time and effort before the primary elections. You may have actually started your campaign years before the primaries are held! Many candidates spend years campaigning and then never go beyond the primaries because someone else is chosen to be the party's nominee.



Candidates run TV ads to promote their policies and attack their opponents.

Financing Your Campaign

Have you been saving your allowance?

Campaigning is expensive. Some experts estimate it costs at least (are you ready for this?)



20 million dollars to mount a campaign that has a chance of winning the presidency.

That's for a job that pays \$400,000 a year. Campaign advertising takes a huge hunk of cash, since one 30-second commercial during a popular TV program can cost hundreds of thousands of dollars.



If you're not a millionaire, don't worry, you're not out of the running. Candidates don't usually pay for their own campaigns. Instead, they rely on contributions from supporters for their campaign costs. Whew! What a relief! But you should start making lots of friends now.

Election Day

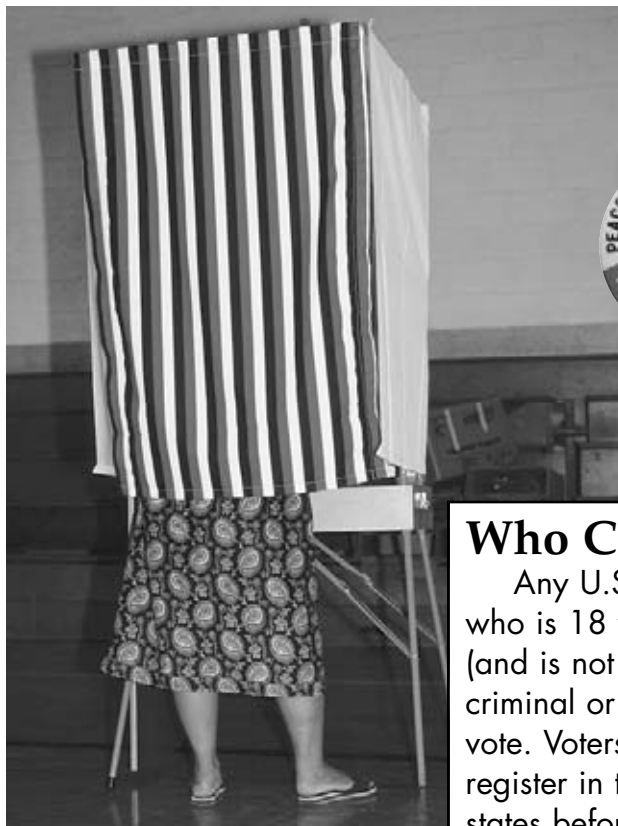
Presidential Election Day is held every four years on the first Tuesday following the first Monday in November. If you have campaigned successfully, millions of people turning out to vote will check your name on the ballot.

Is It an Election Year?

Is this a presidential election year or not? One easy way to remember: election years end in numbers you can divide by 4 (2004, 2008, 2012, and so on).



Women voters were out in force in 1922, two years after the constitutional amendment passed that allowed them to vote.



Voters cast ballots in private voting booths.



Who Can Vote?

Any U.S. citizen who is 18 years old (and is not a convicted criminal or insane) can vote. Voters must register in their home states before they can vote on Election Day.

People vote by mail or in a polling place such as a church, school, or other public building. Each voter steps into a private booth. Different areas use different methods for the actual vote. In some states, the voter flips a switch on a voting machine to indicate the name of the chosen candidate (you!). Voters use pen or pencil to mark paper ballots in other polling places.

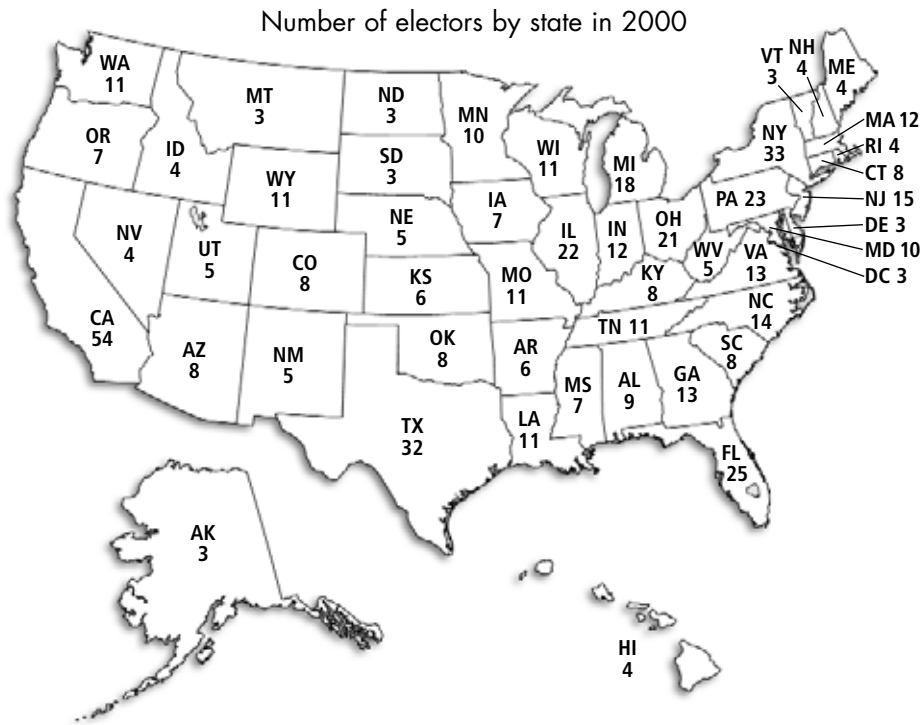
Predicting the Winner

The media, such as TV networks and newspapers, take frequent polls during the campaign to see who is the frontrunner. On Election Day, the media ask people whom they voted for as they leave polling places across the country. This method is called "exit polls." They feed the information into a computer, which gives them an educated guess of who will be the winner.

This all sounds straightforward, but there's more to the system than meets the eye. The method for electing the president is called the electoral college. When voters go into the booths on Election Day, those votes are called the "popular vote." Winning the popular vote does not mean you've won the election. In 2000, Democratic candidate Al Gore won the popular vote, but Republican candidate George W. Bush won the electoral vote, making Bush president.

George W. Bush was finally declared president in 2001 after much controversy.





After the popular vote, there's a second election by people called **electors**. Each state has a certain number of electoral votes. The number for each state equals the sum of its senators and representatives. The more people who live in a state, the more electoral votes that state has. The popular vote is added up in each state. A candidate who wins the popular vote in one state also wins all the electoral votes in that state. Imagine you win the popular vote in a state with 24 electoral votes. This means you get all 24 electoral votes for that state.



Democrat Al Gore gives his concession speech in 2001.

Are you confused? Just try to remember that on Election Day, voters are actually voting for their candidates' electors. In order to win the presidential election, you must have the most electoral votes.



When a presidential candidate knows the other side has won, the losing candidate gives a **concession speech**. (Let's hope it's not you.)

Close Calls!

One vote can literally pick a winner. For example, in 1882, there was an election to the Virginia House of Representatives. The votes were:
Robert Mayo: 10,505
George Garrison: 10,504

The talk is most often given at **campaign headquarters** to the people who supported the campaign. Usually, the candidate thanks everyone who helped and wishes the winner luck as president.

Inauguration

The new president has about 10 weeks before taking office. That time is necessary for choosing a staff. Presidents select carefully, picking people they trust, whom they've worked with or know

The Kitchen Cabinet

When Andrew Jackson was president (1829–1837), he often met with his administrative staff in his kitchen. His opponents were angered at these secret meetings. In a fit of name-calling, they dubbed Jackson and his advisors “the kitchen cabinet.” The name has continued since that time.

by reputation. If you become president, you'll need hundreds of staff members, including the heads of 14 executive departments (such as the Department of Energy and the Department of Defense) who will act as your expert advisors. You'll also need time to move your family into the White House.



U.S. Secretary of State Colin Powell, left, a member of President George W. Bush's cabinet, meets with Palestinian leader Yasser Arafat.



George W. Bush is sworn in as president in 2001 as his wife, Laura, and daughter, Barbara, look on.

January 20th after Election Day is Inauguration Day, the day a president officially starts his or her four-year term. It's a huge celebration marking the end of hard campaign struggles. If you win, you'll be participating in parades, receptions, and balls attended by thousands.

The actual swearing-in is a solemn occasion. You will pledge to “faithfully execute the office of President of the United States” and promise to “preserve, protect, and defend the Constitution of the United States.”

Now if you are fortunate enough to be elected as the country's most powerful leader, you will soon learn that when compared to the responsibilities of the job itself, getting elected was a “piece of cake.”

Glossary

campaign	a series of public appearances for influencing voters (p. 4)
campaign headquarters	the main place where a campaign is run (p. 20)
caucus	a meeting of political party leaders to vote for a candidate (p. 13)
concession speech	speech given to show a candidate agrees the other candidate won (p. 20)
Constitution	the written rules of the United States (p. 5)
convention	a meeting for political party delegates to announce their presidential choice (p. 13)
delegates	members of a political party who decide their party's presidential nominee after the primaries (p. 13)
electors	the elected state representatives who really elect the president (p. 19)
nominee	a person picked by a political party to run for elected office (p. 14)
political party	a group of people who believe in similar ideas on how government should work (p. 4)
politician	a person who holds elected office or helps others seek it (p. 6)
primaries	local elections to choose a political party's candidate (p. 13)

Explore More

On the Internet, use *www.google.com* to find out more about topics presented in this book. Use terms from the text or try searching for glossary or index words.

Some searches to try: *Democratic Party*, *political primaries*, or *George W. Bush*.



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Name _____

INSTRUCTIONS: Read each passage from the book. Decide if the author's purpose is to *teach*, *entertain*, or *persuade*, or if the author has more than one purpose in the passage. Write the clues that helped you decide.

Text	Author's Purpose	Clues
You must be 35 years old (uh oh—does this mean you'll be putting your campaign off for a few years?)...(page 5)		
You can only serve two terms (eight years) total. So, if you're on your second term—it might be time to think about changing careers. (page 5)		
It isn't a requirement, but you'll most likely want to be a politician before you run for president. Voters tend to prefer presidential candidates who have proven their experience in government and with leading people. (page 6)		
If you're not a millionaire, don't worry, you're not out of the running. (page 15)		
Winning the popular vote does not mean that you've won the election. (page 18)		
When a presidential candidate knows the other side has won, the losing candidate gives a concession speech. (Let's hope it's not you.) (page 20)		
You will pledge to "faithfully execute the office of President of the United States"... (page 22)		

Name _____

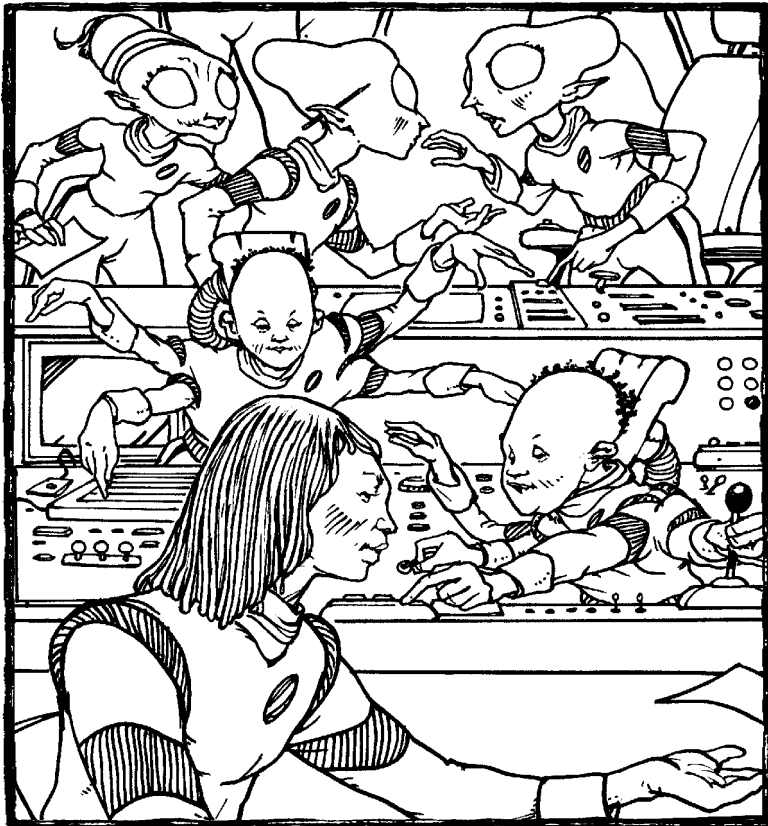
INSTRUCTIONS: Before reading, write what you know or think each word means. After reading the book, make a ✓ if your prediction was correct, or write the correct meaning of the word.

Word	Before Reading Predicted Meaning	After Reading Correct	After Reading Revised Meaning
campaign			
caucus			
Constitution			
convention			
delegates			
electors			
nominee			
political party			
politician			
primaries			

Jacey Nova: Starship Pilot

A Reading A-Z Level X Leveled Reader

Word Count: 2,315

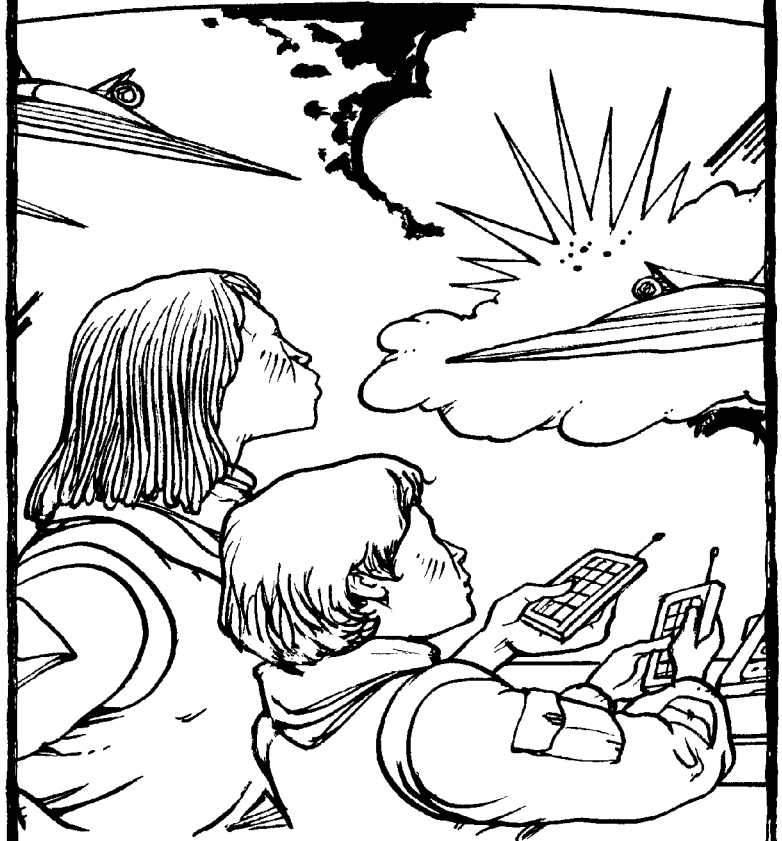



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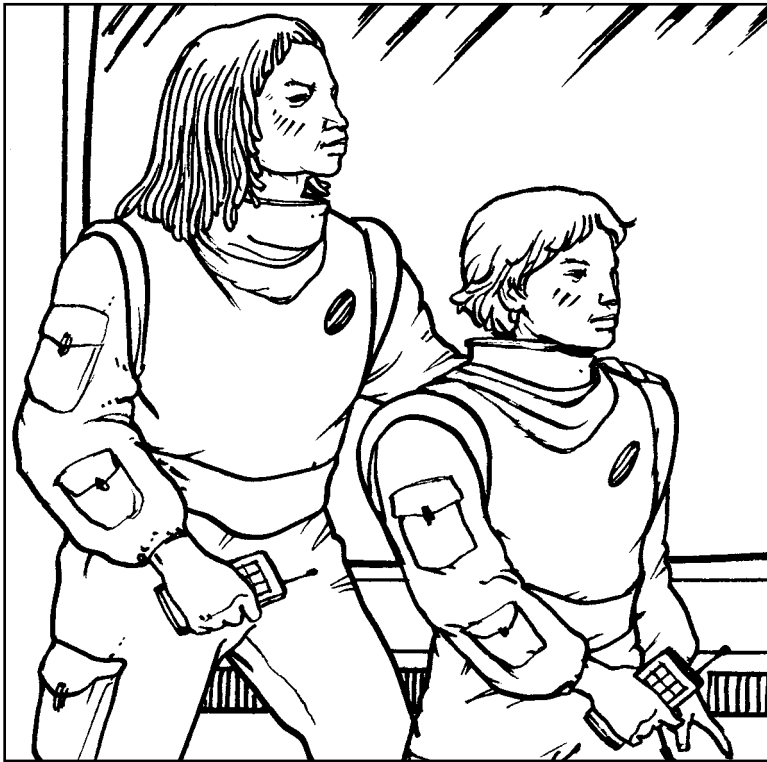
Jacey Nova: Starship Pilot



Written by Troy Wolff
Illustrated by Joel Snyder

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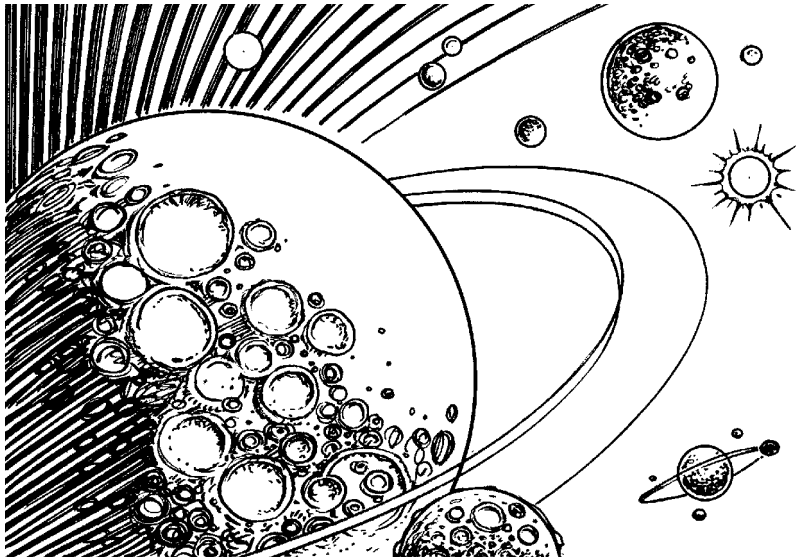


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The Letter

*Galaxy date 171: Year 2035
Calabrian Galaxy
Central Galaxon Headquarters
Starship Pilot Training Division*

Jacey Nova:

Congratulations! Central Galaxon Headquarters was impressed by your performance in pilot training on your home planet of Oberon. We invite you to participate in Starship Pilot Training. We have invited the leading pilots from each of the planets in the Calabrian Galaxy to Galaxon Headquarters on the Planet Martel.

*If you accept this invitation, you will enter the most rigorous pilot training available. After four weeks, your training will **culminate** in BattleGlobe: a simulated starship battle to determine the Alpha Pilot team in the galaxy.*

Best of luck to you, Jacey Nova. The security of the Calabrian Galaxy rests in its Galaxon fleet and in the skill of pilots such as yourself.

*Peace and Unity,
Central Galaxon Headquarters*



As this electronic message flashed across Jacey Nova's computer screen, he erupted into a howl of excitement.

"Starship Training School! I'm going to Planet Martel!" Jacey screamed.

Jacey went straight to his videophone to tell his family and friends the news—it was the opportunity he'd been training for his whole life. He talked everyone's ears off. He packed and said his good-byes, and ten days later, Jacey found himself docking at Planet Martel's Central Galaxon Headquarters. He had his pilot gear in his hands and butterflies in his stomach. He checked in and went to his dormitory.

The Roommate

"You'll take the right side," Jacey heard as he walked into his assigned room. The deep, muffled voice came from a figure seated at the desk with his back to Jacey.

"Uh, hi. I'm Jacey," Jacey offered, hopefully. He looked more closely at his new roommate: broad shoulders, a stiff jacket with a collar, and long rows of what looked like braided orange hair hanging down to his shoulders. Upon closer inspection Jacey noticed that it wasn't actually hair but long **tendrils** of skin, growing like human hair.

"What are you looking at?" questioned the figure, without turning around.

"What? What do you mean?" Jacey stammered.

"I know you're staring at me. I know you're wearing a dark jacket. And I know your bag is in your left hand."

Jacey's mouth dropped open. "Are you a Sarpedon?"

Jacey knew Sarpedons had strands of "hair" that were actually sensitive organs that sensed light, heat, and movement and sent impulses to the brain, allowing them to "see" behind their

heads. This unique ability made them among the best pilots and navigators in the galaxy, able to sense 360 degrees of movement during battle.

“Yes, human, I am. Judging from your reaction, I’m the first Sarpedon you’ve ever seen.”

Jacey had heard about Sarpedons all his life; Oberon and Sarpedon had been great enemies when humans first immigrated to Oberon from Earth. Jacey’s grandfather had been a pilot in the long and painful war between the two planets. Since a greater threat was discovered outside the Calabrian Galaxy, Oberon and Sarpedon had become allies, but bad feelings from the war still lingered.

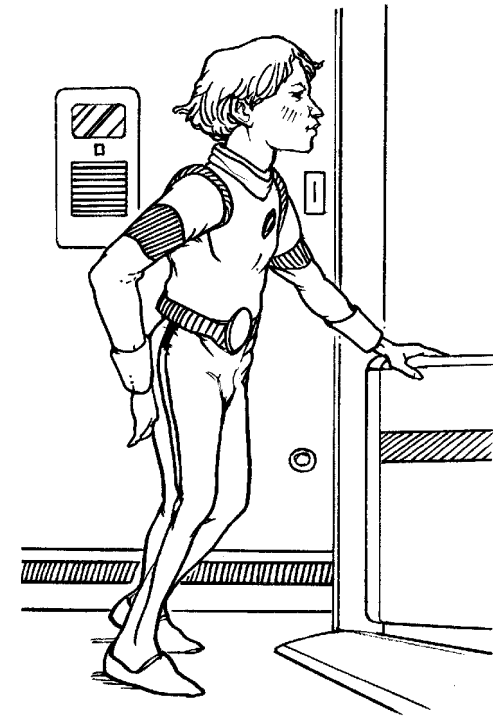
“Well, I guess we’re roommates now,” Jacey said, wanting to sound friendly, although he was nervous about being roommates with a Sarpedon. Jacey wondered if he’d feel like he was being watched all the time.

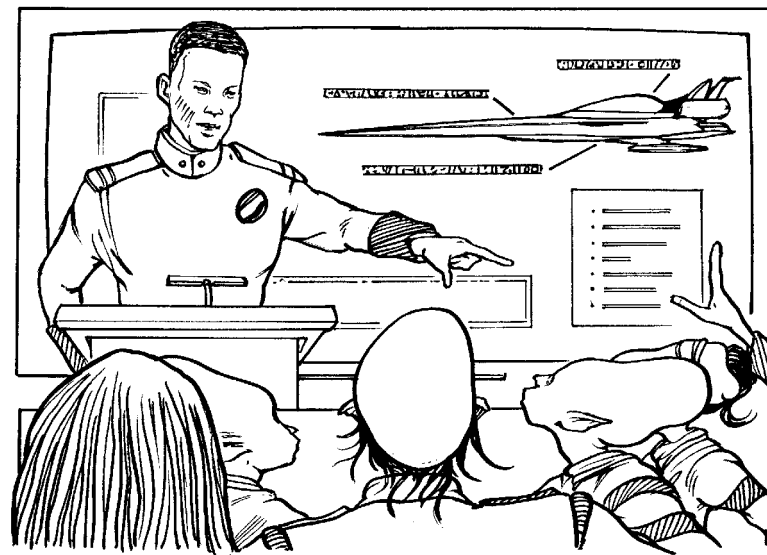
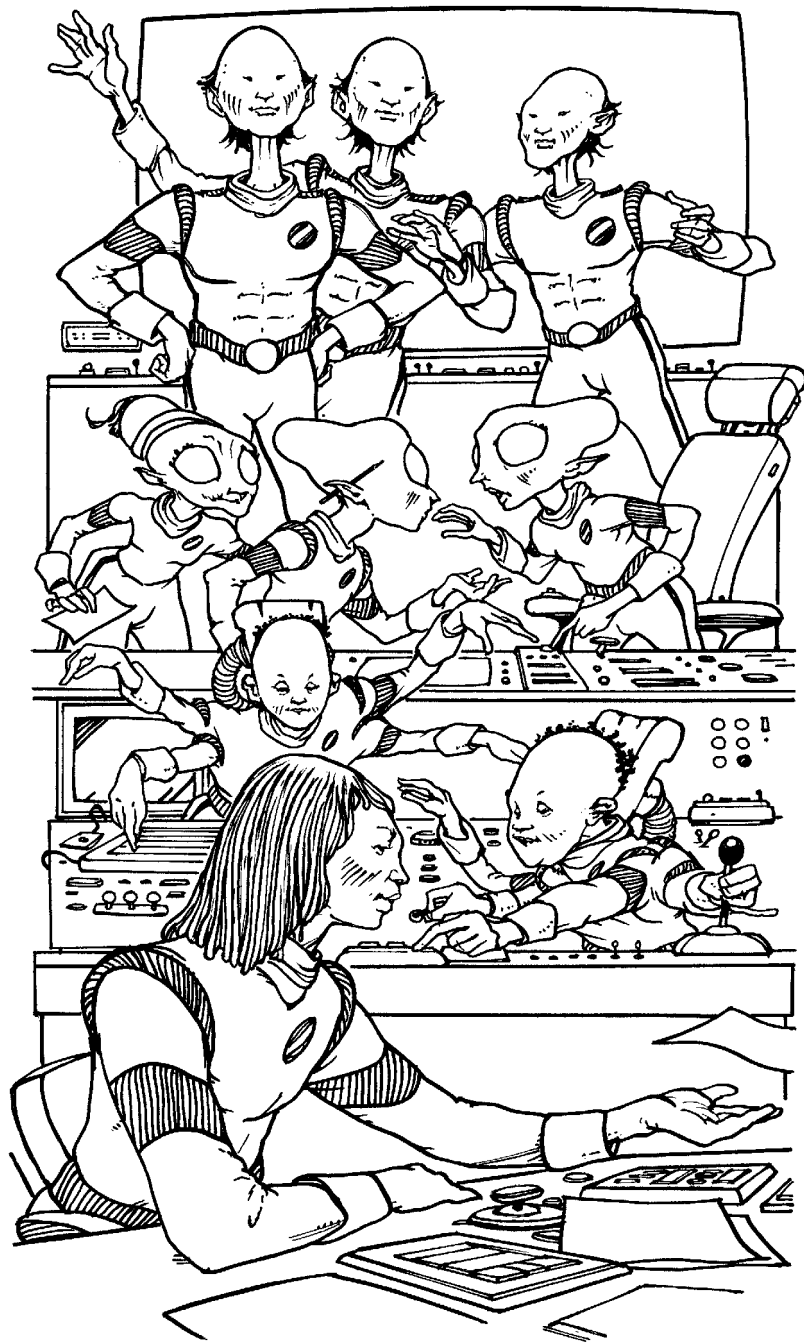
“Like I said, my name is Jacey, and I’m from the planet Oberon.”

Finally turning around, Jacey’s new roommate faced him. “Very well. I am Gamal. Like I said, you just keep to that side of the room; I’ll keep to mine, and we’ll be fine, human.”

The Copilot

The next morning, Jacey walked into the briefing room with the other pilots for the first day of training. The room was a swirl of colors and voices. All the races of **humanoids** in the galaxy were represented. The Taurians were the tallest and strongest in the room—great soldiers, but not always good pilots, since they have trouble fitting into the cockpits of Galaxon fleet spacecraft. Sybarites, with their large, pale eyes, can see in the dark, the result of living on a planet **perpetually** shrouded in cloud and fog. Quarantians have four arms and are **indispensable** in piloting larger, more complicated spacecraft. And, of course, there were the Sarpedons, sitting together and talking in low voices. Jacey sat with other humans from Oberon, though he didn’t know any of them.





"All right, pilots," the fleet commander began. "I know you all come from different planets, and I know many of your worlds have been at war with each other in the past. However, we are now united as the Calabrian Galaxy, and you must learn to work together to protect our freedom. To ensure cooperation between races, each of you will be paired with a copilot from another planet."

Murmurs of surprise and displeasure rose from the seated pilots. Raising his voice, the commander continued: "Despite any differences you may have, you will find a way to work together, and your ability to work together will be tested in the final *BattleGlobe* competition."

Later that day, all the pilots crowded around the control board to see who their copilot would be. Jacey wasn't surprised to see Gamal's name listed next to his own.

Gamal stood staring over Jacey's shoulder, frowning.

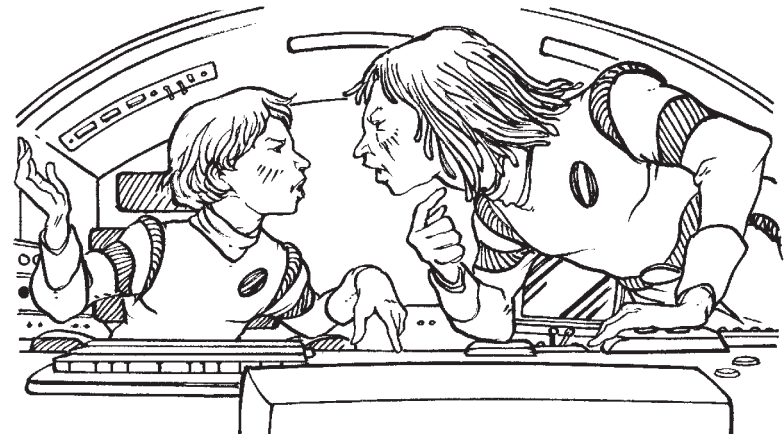
Jacey knew the commander was right, the war between Sarpedon and Oberon was in the past, and he knew the future lay in learning to work together with former enemies. Yet, looking at Gamal, Jacey struggled to imagine any similarity between them. Gamal looked so different, and acted so superior to everyone else. Jacey couldn't envision being packed into a tight spacecraft together—let alone cooperating.



The Training

"No, Jacey! You're too late! We missed again!" scolded Gamal. His irritated tone revealed the frustration that had built up between the two after flying together for five days straight. Mastering the **intricate** controls of the Pulsar fighter—the most advanced spacecraft in the Galaxon fleet—was stressful enough. To make conditions in their craft even worse, the pair hadn't agreed on a single flight decision since they started flying together. Gamal relied heavily on instinct directed by his 360-degree sight; Jacey wanted to think decisions through before acting. The situation seemed hopeless.

"I told you to fire earlier!" Gamal criticized, as they were leaving their training craft. "You think too much," he added.



"You're too impulsive," Jacey retorted. "I wasn't sure of the shot. I'm still figuring out the sighting controls on this ship, but once I do, I'll never miss. I'm the best strategic fighter on my planet."

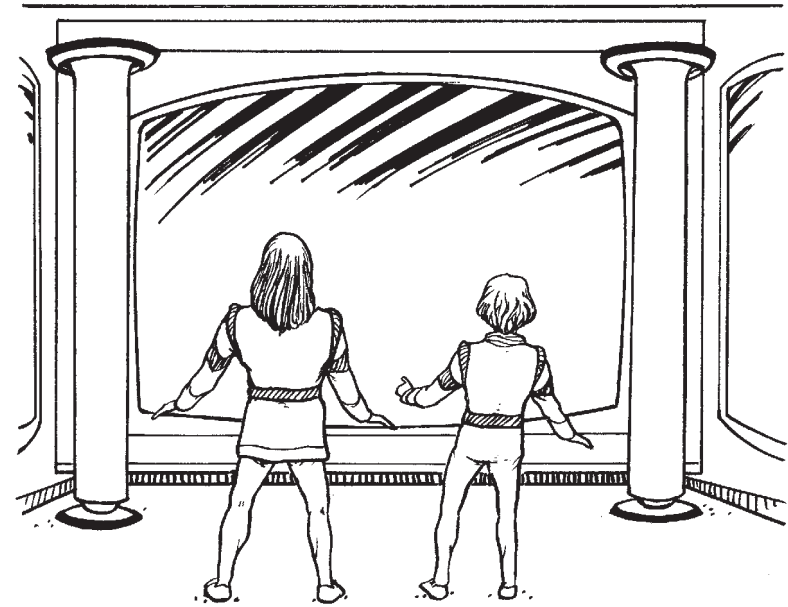
"Well, that doesn't seem to be doing us much good right now on *this* planet, does it?" Gamal grumbled.

"I don't have eyes in the back of my head. Maybe if you stopped trying to see with those bizarre things growing out of *your* head, you could give me better flight coordinates," Jacey argued, his voice rising.

"I will not take smart remarks like that from a. . ."

"STOP IT, YOU TWO!" The flight commander interrupted. "Listen to me. You are two of the most talented pilots I've ever seen, but right now you can barely fly your craft, let alone battle other ships. If you don't learn to work together soon, I'll be sending both of you home early, before you even get a chance to fly in *BattleGlobe*. Do you understand me?"

"Yes, Sir," they both replied, staring down at the floor.



The *BattleGlobe*

Three weeks later, after more difficult but more productive training, Jacey and Gamal stood staring at *BattleGlobe*, anticipating the afternoon competition.

The *BattleGlobe* area looked like an ordinary square section of floor with tall posts in each corner, surrounded by rows of dark, curved observation windows. Jacey wondered how such a realistic battle **simulation** could occur in such a blank area. So far, all their training had been in space, flying actual ships—training ships—but this wasn't real.

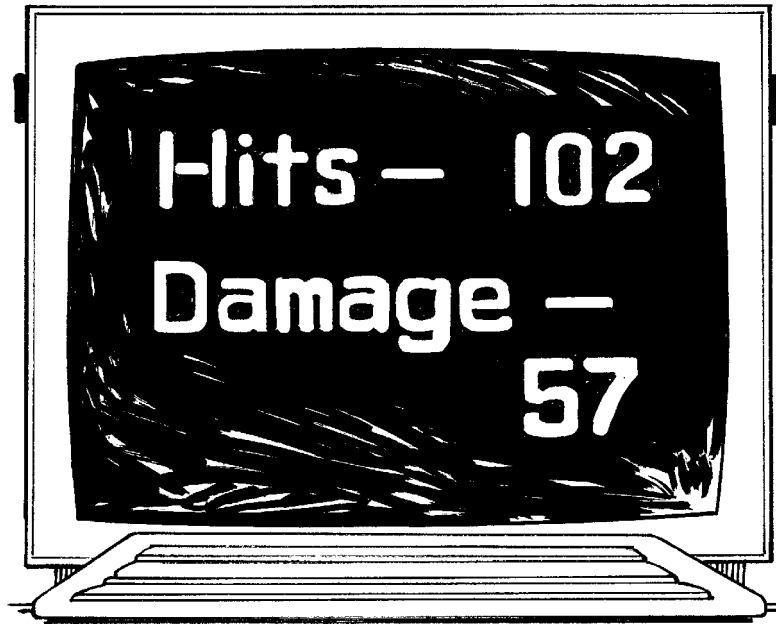
The first pilot team entered *BattleGlobe* to compete against the computer simulation run by expert pilots. The team—each pilot wearing specially designed computer flight suits that sensed their bodies' movements—walked into the center of the square and looked around, seeming unsure of themselves. The four posts exploded into color and movement, and the blank area between the posts lit up with intersecting beams of light, computer-generated battle **holograms**, and the whine of simulated spacecraft engines.



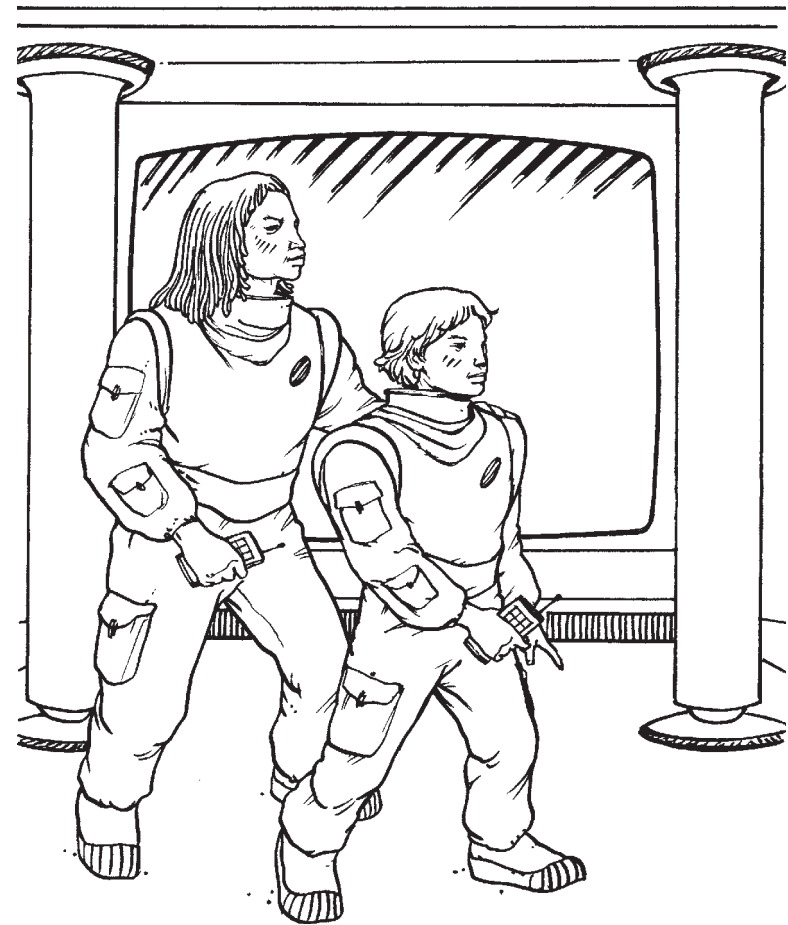
In the next instant, the pilots were lifted off the ground and suspended in the middle of the four posts by electromagnetic beams. Their bodies moved in every direction to fully simulate flying a Pulsar. Surrounding them was a dome of projected images and sounds of a full space battle. In this sphere, pilots' decisions and reflexes were tested at as close to real combat conditions as possible without endangering anyone. From behind the dark bank of windows, flight instructors monitored each team's performance and made notes for improvement.

To those who watched, the pilots appeared to be **levitating** by some mysterious power, surrounded by a round screen of flashing spacecraft. The red streaks of simulated laser fire and the sound of spacecraft mingled with the pilots' voices barking out instructions to each other.

As the team landed shots on the computer-generated enemy spacecraft, its score was projected high in the globe for the spectators to see. Opposite this, a negative score was also posted, registering the amount of damage the ship **sustained** from hits by enemy fire.



As the points mounted in each column, the spectator pilots anxiously wondered how they would do. Their training all came down to the lightning-fast action of space battle and instant decisions. They hoped to be counted among the best pilots in the Calabrian Galaxy. Two by two they got their chance. Jacey and Gamal were the last team to enter *BattleGlobe*.



The Test of Jacey and Gamal

"Jacey, ship coming 30 degrees!" snapped Gamal into Jacey's ear. The action inside *BattleGlobe* was faster than anything Jacey had imagined. Just as ships would appear, they would flash by, firing shafts of ray pulses as they went. Gamal—with his exceptional 360-degree vision—was constantly spotting enemy craft, but his steady stream of instructions overwhelmed Jacey with information and interfered with his ability to develop a strategy. Despite their difficulties, their score was high, but their Pulsar had sustained a lot of damage.

"Jacey! We don't have much protection left. Two or three more hits and we're eliminated!" Gamal yelled.

"I know. I know," Jacey yelled back.

"Watch out, two ships coming from behind!" Just as Gamal warned of two ships from behind, Jacey saw another ship approaching from his right side. He jerked the controls left, barely avoiding two streaks of laser fire. Suddenly, an idea flashed through Jacey's mind.

"Gamal, listen to me. This battle is controlled by Galaxon training command. They know our strengths and weaknesses."

"15 degrees!" interrupted Gamal.

"Got it!" Jacey answered, hitting the boost to escape another shot. "Gamal, they know about your sense of sight. I think every time you sense a ship behind us, they send another, closer ship ahead of us. They're using your ability to see behind you as a distraction."

"What are you saying, Jacey?" Gamal answered irritably.

"For the next encounter, ignore what you sense behind you. Ignore it and keep your eyes ahead with me."

"You'd better be right," warned Gamal. "If you're wrong, we'll be eliminated."

"If I'm right, we'll get the final hit we need to win," countered Jacey.

"Very well. Prepare for the next attack wave," Gamal answered.

Jacey took a deep breath, readjusted his grip on his control lever, and prepared himself for the next wave of action.

"Okay, Jacey, two ships approaching from behind!" Gamal hissed.

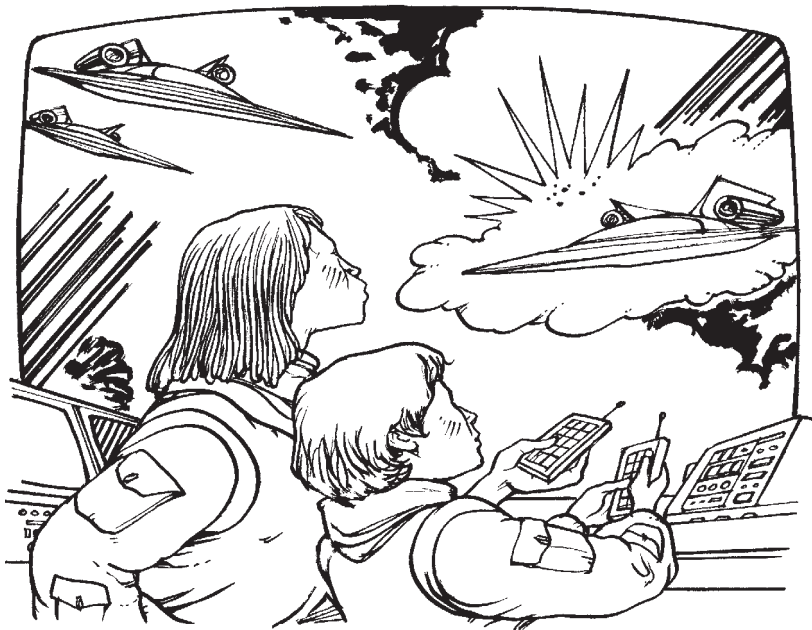
"All right, forget them, eyes forward! Let's get

a kill shot!" Jacey yelled. Sure enough, just after the two ships appeared behind them, a closer ship came screaming toward them head-on. This time, Jacey and Gamal were prepared and focused on the ship ahead of them rather than on the decoys behind them.

"Jacey, 12 degrees right and full firing power!" commanded Gamal. "Take the shot."

"All right, Jacey," Jacey said to himself as he centered the enemy ship in his sights.

"Quick, Jacey!" Gamal urged. "I won't have time to pull up."



"Almost. . ." Jacey said quietly, concentrating on the target. The approaching ship was nearly on top of them. Jacey saw the burst of light as the ship fired. A split second later, Jacey fired a double shot, and in the same motion Gamal pulled them up and to the right to avoid enemy fire.

"You got it!" Jacey heard as he saw the flare of exploding craft off to his left. "Great shot, Jacey!" Gamal howled with excitement.

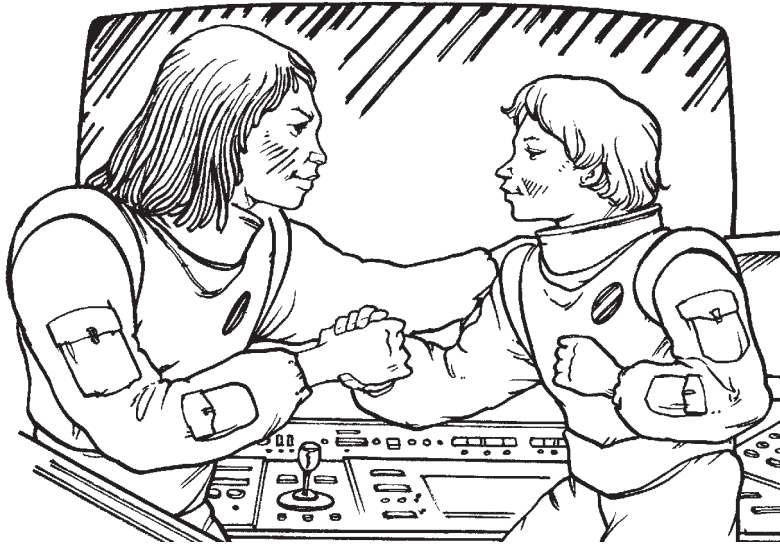
"Great piloting, Gamal!" Jacey cried.

"Nice work, Gamma Team. **Disengage** and prepare to end your session," commanded the control center.

As the lights of *BattleGlobe* died down and Jacey and Gamal were lowered to the ground, Jacey heard the room explode with cheers and clapping. With that final shot, Jacey and Gamal had scored higher than any other team. They won *BattleGlobe*!

"Congratulations," the commander said, smiling, as he walked down from the observation room. "You are the *BattleGlobe* champions. Jacey, great strategy; Gamal, great flying."

"Thank you, Sir," they answered in unison, holding in their proud smiles.



After the commander shook their hands, Gamal looked over at Jacey. “I guess that was a good plan. You taught me a valuable lesson. I was trusting in my special abilities too much, and I was forgetting the most important rule: trust your copilot. Jacey Nova, I’ll fly with you anytime.”

“Same goes for you, Gamal,” Jacey said. “With my strategy and your instincts, we’re unstoppable.”

As the dynamic duo walked off together—surrounded by the claps and cheers of their fellow pilots—Jacey took one last look at *BattleGlobe*, now a quiet room again, and wondered how he could explain all of this to his friends and family back home.

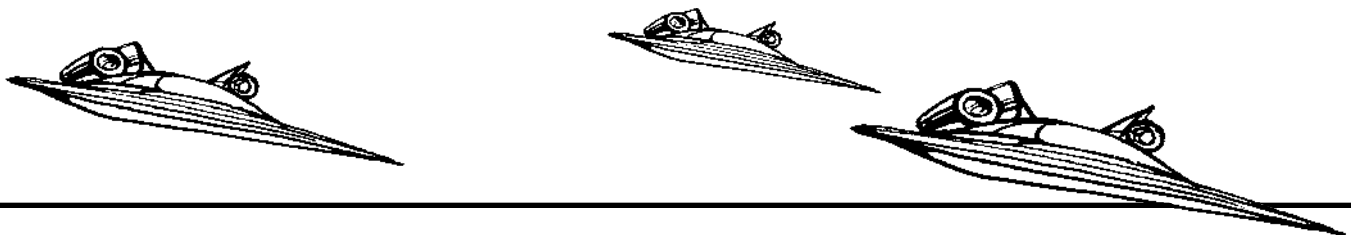
Glossary

culminate	to reach the end (p. 4)
disengage	to remove oneself from a contest or battle (p. 22)
holograms	three-dimensional pictures made without the use of a camera, using laser light reflected onto a photographic substance (p. 15)
humanoids	creatures nearly human in appearance and behavior (p. 8)
indispensable	absolutely necessary (p. 8)
intricate	complicated; hard to understand (p. 12)
levitating	rising or floating in the air (p. 17)
perpetually	occurring constantly or continually (p. 8)
simulation	the reproduction of certain conditions, as in a battle, by using a training model (p. 14)
sustained	to have taken, or continue taking (p. 17)
tendrils	long, thin spirals like a climbing plant’s vines (p. 6)

Name _____

INSTRUCTIONS: To summarize what you've read, first decide what's important and what isn't. Then organize the important information into a few sentences, using your own words. In the boxes below, summarize two chapters of your choice from *Jacey Nova: Starship Pilot*. Write the chapter title on the first line.

JACEY NOVA: STARSHIP PILOT • LEVEL X • 1



SKILL: SUMMARIZE INFORMATION

Name _____

INSTRUCTIONS: A character's thoughts, feelings, and actions help to identify his or her personality traits. Match Jacey's and Gamal's actions with the trait you think best fits. Write that character trait in the traits column.

respectful	hard-working	methodical	conceited
determined	friendly	curious	impulsive

Actions	Traits
1. Jacey had been training for this opportunity for his whole life.	
2. Jacey introduced himself right away.	
3. He wondered what it would be like to see 360 degrees.	
4. Gamal acted superior to everyone else.	
5. They became the best pilots in the class.	
6. Gamal acted before he thought about the consequences.	
7. Jacey's strategy was to think things through.	

Name _____

INSTRUCTIONS: Write a word from the glossary in each of the word boxes. Below each word, write its definition. Write a synonym and antonym on either side of the word. Then use the word in a sentence of your own.

Synonym	Word Box	Antonym

Definition

Sentence

Synonym	Word Box	Antonym

Definition

Sentence

Seeing the Evidence: Forensic Scientists at Work

A Reading A-Z Level X Leveled Reader

Word Count: 1,680



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Seeing the Evidence: Forensic Scientists at Work



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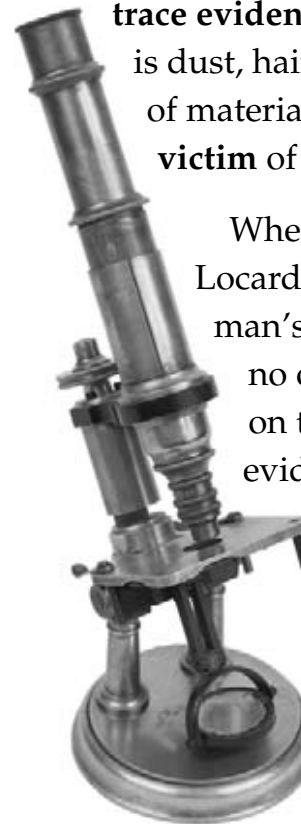
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Introduction

A man walks quickly across a field into an old mill, a building where wheat is crushed to make flour. Inside the building, he murders someone and then hurries away without being seen.

Later, when police questioned the man, he insisted he was innocent. This **suspect** might have gotten away with murder if only he had wiped **trace evidence** off his shoes. Trace evidence is dust, hairs, threads, and other tiny bits of material found on or near a suspect or **victim** of a crime.

When a detective named Edmond Locard used a microscope to study the man's shoes, he noticed something no one else had seen: traces of flour on the heels and soles. This trace evidence matched the flour found at the mill where the victim was murdered. This placed the man at the scene of the crime and helped to **convict** him of murder.

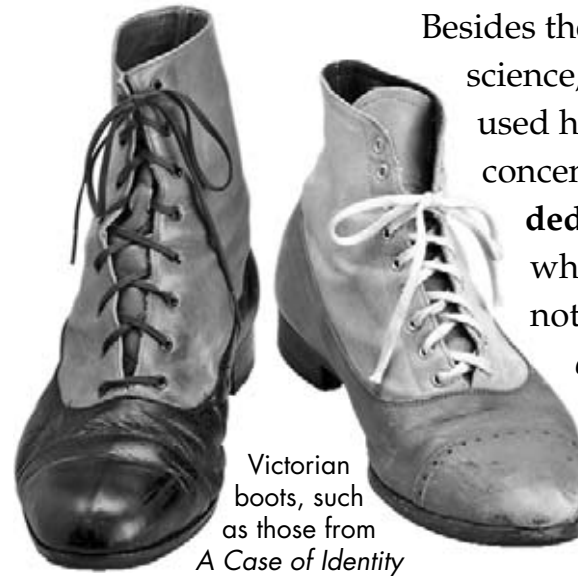


Traces of flour, right, could be seen on the suspect's shoes with a microscope, left.

The flour mill murderer was caught by **forensic science**, the use of science to solve crimes and convict criminals in courts of law. Detectives began to use science to solve crimes around 1900. Before then, police used **eyewitnesses** and **informers** to solve crimes.



One of the first detectives to use forensic science was a make-believe one, an Englishman named Sherlock Holmes. The popular Holmes stories and novels, written by Sir Arthur Conan Doyle, started appearing in 1887. Most of the stories began in the fictional detective's cluttered London home, where shelves bulged with scientific reference books, and tables teemed with test tubes and microscopes.



Victorian boots, such as those from *A Case of Identity*

Besides these tools of science, Holmes used his powers of concentration and **deduction** to see what no one else noticed. In *A Case of Identity*, for example, Holmes and his friend, Dr. Watson, receive a

visit from a young lady who seeks their help in solving a crime. Holmes comments that she must have left home in a hurry, since her boots were mismatched and not properly laced up.

Holmes's deduction amazes Watson. Watson wonders how he missed this detail about their visitor. It's simple, Holmes says, "You did not know where to look, and so you missed all that was important."

In the following four real cases, forensic scientists, like Holmes, know where to look to spot important evidence. As you read, put yourself in their place and test your own powers of concentration and deduction.

Case File #1

Place: Oregon, U.S.A.

Date: October 11, 1923

Crime: attempted robbery
of a train known as
the "Gold Special"

Evidence: a pair of men's overalls



The Crime

The scene of the crime is a remote stretch of railroad track in southern Oregon. The year is 1923. A Union Pacific freight train has been robbed. The bandits killed the engineer and used a homemade dynamite bomb to blow open the mail car. Back then mail often held valuable stock and bond certificates and sometimes cash or gold. When police searched the scene, the only piece of evidence they found was a pair of stained overalls that one of the bandits had left behind.



What could someone discover about you from examining your clothing? What would it tell about you?

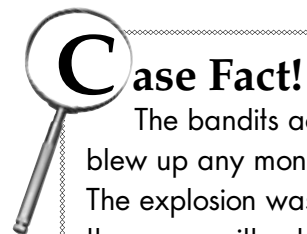
How the Case Was Solved

The police asked for help from Edward Heinrich, head of the Berkeley, California, forensic science laboratory. Heinrich was famous for being able to discover a great deal from very little evidence.

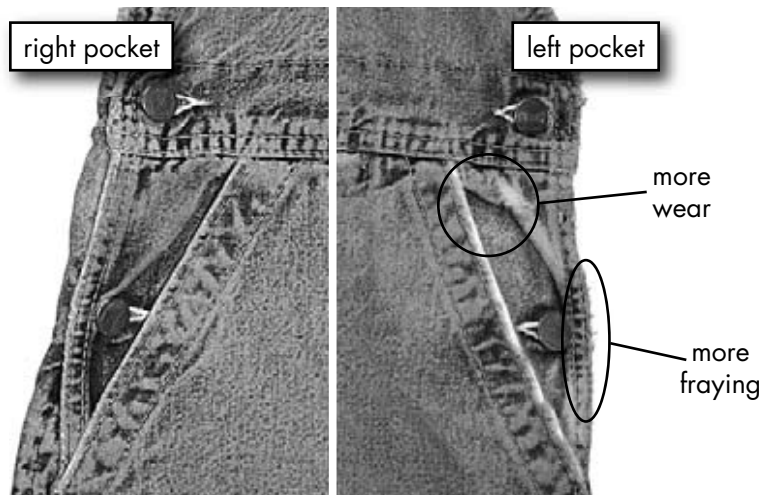


Edward Heinrich works in his Berkeley crime lab.

Heinrich told the police to be on the lookout for a left-handed lumberjack in his early twenties weighing about 166 pounds and standing 5-feet, 10-inches tall. He also said the lumberjack had light brown hair, rolled his own cigarettes, and was unusually neat about his appearance.



The bandits actually used too much dynamite and blew up any money that may have been in the mail car. The explosion was so loud and destructive they ran from the scene without having robbed anyone of anything.



Just as Holmes amazed Dr. Watson, Heinrich amazed the police. How could he have discovered all that from a pair of overalls?

Heinrich explained: The fact that the left pocket was more worn than the right meant the owner was left-handed. What stained the overalls was sap from trees that grow in southern Oregon forests where lumberjacks work.

The overalls' size told Heinrich the lumberjack's height and weight, and he could estimate the owner's age from a light brown hair caught on a button.



Tobacco shreds in a pocket and nail clippings caught in a seam told him the rest.



Tobacco strands



Nail clippings

And one more thing, Heinrich said, showing police a piece of paper he had found rolled up at the bottom corner of a pocket.

The paper was bleached clean from many washings, but when treated with iodine, words began to appear. It was a receipt from a post office, made out to Roy D'Autremont of Eugene, Oregon.



Post Office receipt

Police went to Roy's house and learned that he was missing, along with his two brothers. Neighbors' descriptions of Roy matched Heinrich's description exactly. When police tracked down the brothers several years later, they confessed to the robbery and murder and were sent to prison. The railroad robbers case was just one of some 2,000 cases that Heinrich solved during his career as a forensic investigator.



Hugh D'Autremont



Roy D'Autremont



Ray D'Autremont

Case File #2

Place: Anyplace U.S.A.

Date: Anytime after 1950

Crime: a series of burglaries

Evidence: dirty dishes



Unwashed dishes

The Crime

Police believed that a series of burglaries had been committed by the same gang of thieves. Finally, they discovered where the thieves lived. The gang was one step ahead, though. When detectives raided their apartment, it was empty. The thieves were gone.

The police searched the apartment, but they could find no trace evidence. The entire place had been wiped clean, but not quite. The thieves had forgotten to run the dishwasher.



What evidence could the police find in the dishwasher?

How the Case Was Solved

How could the police discover their identities? The secret was on the thieves' hands. Look closely at the tips of your fingers and thumbs, and you will see raised ridges of skin running in patterns of curving lines: your **fingerprints**. Each of your fingerprints is different from the other nine, and each one is unique. No one else on Earth has fingerprints like yours, and no one ever will.



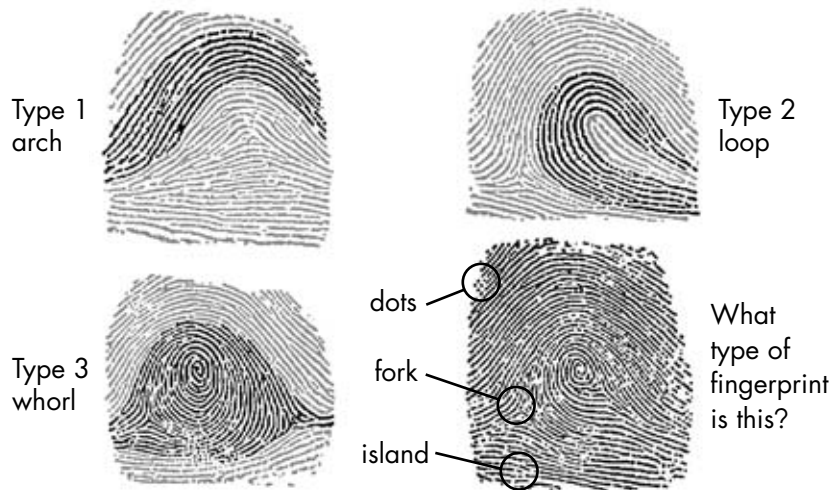
A forensic scientist uses black powder and a brush to find fingerprints on a mug.

In 1896, an Englishman named Edward Henry discovered a system to classify fingerprints. In 1901, he became a police commissioner and used his system to identify criminals.

Classifying Fingerprints

Edward Henry based his system on features that every fingerprint shares. Every print has ridges (the raised lines) and furrows (the low spots between ridges). And every print has arches, loops, and whorls. Arches are either tented (pointed at the top) or plain (rounded). Loops are either radial (running toward the thumb) or ulnar (running toward the little finger). Whorls are circular.

Henry added smaller features to his system, known as forks, dots, islands, hooks, and bridges. All together, the type, number, and position of these features make each fingerprint unique.



Henry's basic system is still used today. Police have about 50 million fingerprints in computer databases. Prints found at crime scenes can be compared quickly with all the prints in the databases. When a match turns up, police have a piece of evidence that places a person at the scene of a crime.

Criminals know this, and many are careful to leave no fingerprints behind. When **crime scene investigators** (CSIs) searched the thieves' apartment, at first they found no fingerprints. It looked as if the thieves had carefully wiped the whole place clean, floor to ceiling. However, the CSIs got fingerprints from the dishes in the dishwasher and matched them to prints in the database. The robbers were caught because of their dirty dishes.



A technician uses a computer database to match fingerprints of suspects to crimes.

Case File #3

Place: Oklahoma, U.S.A.

Date: April 19, 1995

Crime: a federal building is blown up

Evidence: a truck axle



Murrah Federal Building,
Oklahoma City

The Crime

The crime scene investigators sometimes have only a small apartment to search. But sometimes the crime scene is huge. In this case, the CSIs had several city blocks covered in thousands of tons of rubble to search for clues that would lead them to a suspect.

At 9:08 on the morning of April 19, 1995, an explosion rocked downtown Oklahoma City, Oklahoma. A truck carrying a 5,000-pound bomb exploded, blowing away the front of the nine-story Murrah Federal Building. The blast killed 168 people and injured more than 500. The bomber set off the blast by remote control and drove away.



How could a truck axle lead investigators to the suspect?



This part of a truck's vehicle identification number gave investigators evidence used to solve the bombing case.

How the Case Was Solved

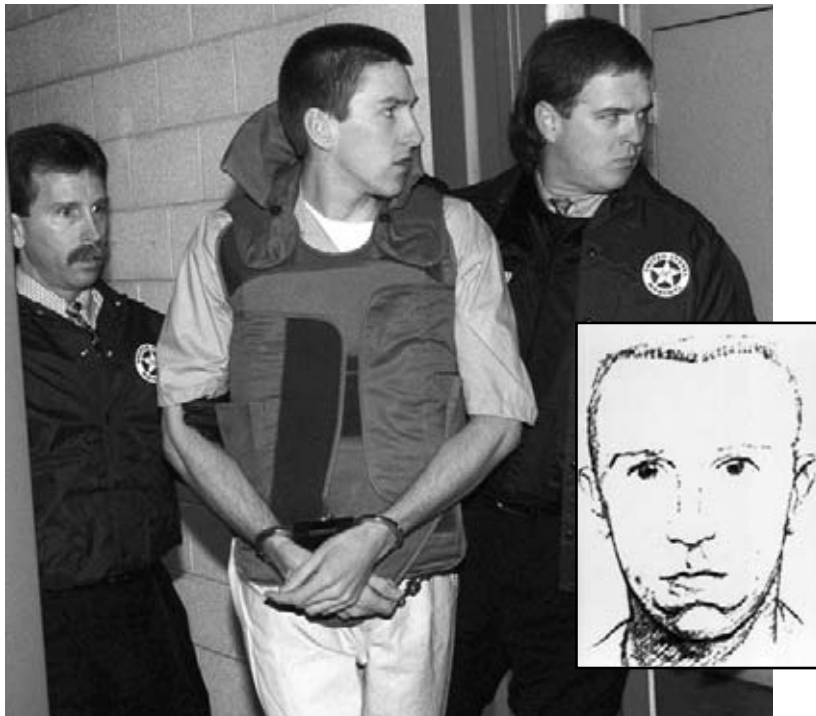
After searching for days, investigators finally found a small piece of a truck's axle. The rear axle belonged to the truck that carried the bomb. The rear axle of every truck has a **vehicle identification number** (VIN) in the metal. This piece of axle had only part of the VIN, but it was enough to lead investigators to a truck rental office in Junction City, Kansas.

The clerk remembered renting the truck to a man named Robert Kling. The name was false, but the clerk remembered what the man looked like.

A forensic artist made a sketch from the clerk's description, and the owner of a nearby motel recognized the face. The man had rented a room from him and had used the name Timothy McVeigh.

Investigators ran the name through a national crime computer database and came up with a match. A man by that name was being held on a traffic and weapons charge in the Perry, Oklahoma jail—and was about to be released.

Investigators got there just in time. The Oklahoma City bomber was caught, thanks in large part to the work of forensic investigators. Timothy McVeigh was later tried, convicted, and put to death for the bombing.



The forensic artist's sketch, inset, led investigators to Timothy McVeigh, above center.

Locard's Exchange Principle

Edward Heinrich did his work in a **crime lab**, a room filled with scientific equipment used to help discover and study forensic evidence.

The world's first crime lab was set up in 1910 in Lyons, France, by police detective Edmond Locard. Locard stated a guiding principle that today's forensic scientists still follow. He called it the **Exchange Principle**: "Objects or surfaces that come into contact always exchange trace evidence."

In other words, everyone who enters a **crime scene** takes away something from the scene and leaves something of themselves behind. Locard, you'll remember, was the detective who solved the flour mill murder case.



A forensic scientist works in a lab more modern than that of Edward Heinrich.

Case File #4

Place: England, U.K.

Date: 1993

Crime: armed robbery of \$100,000

Evidence: a nylon stocking used
as a mask



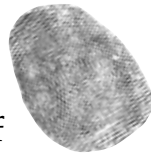
nylon mask no mask

The Crime

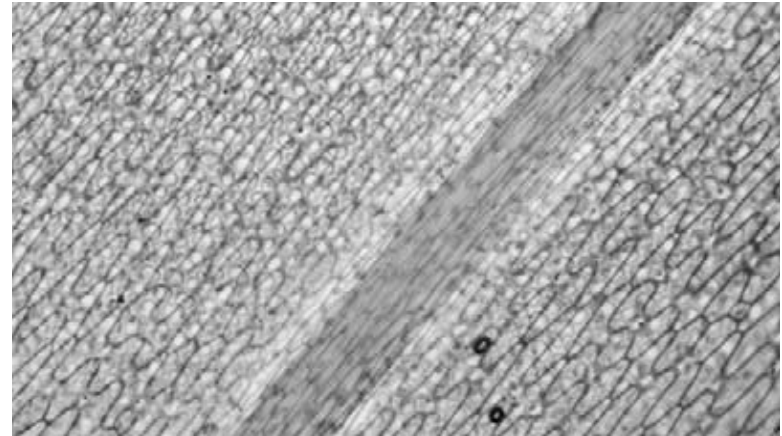
The scene of this crime is the office of a manufacturing company in England in 1993.

The \$100,000 cash used to pay workers is in the office when an armed robber breaks in and carries off the money.

Crime scene investigators found no fingerprints in the office. The only piece of evidence left behind was the robber's mask, a woman's black nylon stocking. Unlike the overalls in Case No. 1, the stocking had no pockets or seams where trace evidence could be discovered.



What tiny bits of evidence might be left on the stocking?



A view of skin under a microscope isn't the same as a microscopic picture that makes a DNA profile.

How the Case Was Solved

When the robber pulled off his mask back in 1993, twenty-five of his skin cells came off with it. In 2004, eleven years later, scientists were able to make a **DNA profile** from the stored skin cells, which led police to a suspect named Andrew Pearson.

At Pearson's trial in 2004, a forensics expert showed that his DNA profile was an exact match for the profile from the skin cells on the robber's mask. What were the chances that these skin cells could have come from another person and not Pearson? A billion to one, the expert said. Pearson was convicted of the 1993 robbery and sent to prison.

DNA Profiling

Modern scientists and engineers keep inventing new and better ways to gather forensic evidence. The most important new way is known as DNA profiling.

DNA is the part of each of your body's cells that carries instructions that tell your body how to live and grow. About 98 percent of these instructions are the same in all people. The 2 percent that are different make your DNA unique, just like your fingerprints.

Scientists can make **microscopic**, X-ray pictures of unique DNA, known as DNA profiles. Police have developed computer databases of DNA profiles, just like fingerprint databases.

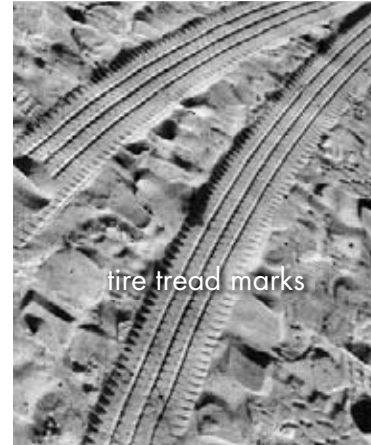
DNA can be collected from almost any cell in your body, including cells in your hair, saliva, blood, sweat, and tears. Police hoped to gather DNA evidence from the robber's stocking. They failed in 1993, but in 2004 things were different. DNA technology had advanced so that even a single skin cell could produce a DNA profile.



A computer is used to match DNA profiles.

Conclusion

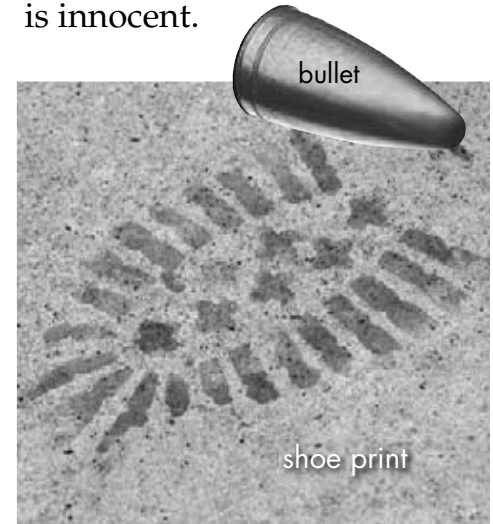
Each of the four cases in this book deals with a different kind of forensic evidence. There are



other kinds of forensic evidence, too—footprints, shoe prints, palm prints, lip prints, bite marks, paint chips, tire tread marks, the markings on a bullet, and more. Any of these can link suspects to the scene of the crime, or can show who is innocent.

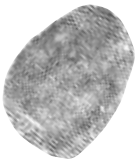
Together, the law enforcement officers and scientists who gather and study forensic evidence use virtually all of the sciences, from anthropology to zoology, in their work. Whatever

science they specialize in, they all have one thing in common. Like the fictional Sherlock Holmes, they use their knowledge to see what goes unnoticed by the rest of us.

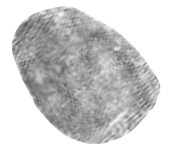


Glossary

convict	to prove guilty of a crime (p. 4)
crime lab	place where scientific materials, such as microscopes and chemicals, are used to analyze forensic evidence (p. 18)
crime scene	place where a crime has been committed and where investigators look for evidence to solve it (p. 18)
crime scene investigator (CSI)	law enforcement officer who investigates a crime scene to search for forensic evidence (p. 14)
deduction	a specific conclusion made from general evidence (p. 6)
DNA	deoxyribonucleic acid; a single molecule in a cell containing the instructions for growing and operating a living organism (p. 21)
DNA profile	X-ray photograph of a section of DNA that positively identifies the person it came from (p. 20)
Exchange Principle	Edmond Locard's idea that objects or surfaces that come into contact always exchange bits of trace evidence (p. 18)
eyewitnesses	people who have seen something happen such as a crime or accident (p. 5)



fingerprints	the unique patterns of ridges and furrows on the tips of fingers and thumbs (p. 12)
forensic science	the areas of science that apply to a court of law, often proving guilt or innocence (p. 5)
informers	people who secretly give information about a crime, often for a reward (p. 5)
microscopic	so small that it can only be seen with a microscope (p. 21)
suspect	a person who is believed guilty of a crime (p. 4)
trace evidence	dust, hairs, threads, and other bits of material used as forensic evidence (p. 4)
vehicle identification number (VIN)	unique multi-digit number imprinted on a car or truck (p. 16)
victim	someone harmed by an act or condition, such as a crime or war (p. 4)



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Name _____

INSTRUCTIONS: In the first column, write what you already know about forensic scientists and crime investigators. In the second column, write what you would like to learn about them. After you finish reading, fill in the third column with information you learned from reading *Seeing the Evidence: Forensic Scientists at Work*.

(K) What I Know	(W) What I Want to Know	(L) What I Learned

Name _____

INSTRUCTIONS: Use clues from the book and what you already know to make inferences about the events or characters in the book.

Forensic Science Evidence Notebook



Story Clues	+	What I Know	=	Inference

SEEING THE EVIDENCE: FORENSIC SCIENTISTS AT WORK • LEVEL X • 2

SKILL: MAKE INFERENCES

Name _____

INSTRUCTIONS: Read each word in the word box. Then read the sentences and decide which word belongs in each blank. Write the possessive form of the word on the line in each sentence.

overalls	thieves	neighbor	truck
expert	suspect	apartment	artist

1. The detective found trace evidence on the _____ shoe.
2. The _____ dog barked at the strange man near the house.
3. The _____ fingerprints were found at the crime scene.
4. The robbers forgot to clean out the _____ dishwasher.
5. Investigators used the VIN on the _____ axle to find a suspect.
6. The _____ pockets provided clues to solve the train robbery.
7. Many of the _____ paintings were stolen in a museum robbery.
8. A forensics _____ statement provided information on DNA.



Wildlife Rescue

A Reading A-Z Level X Leveled Reader

Word Count: 1,776

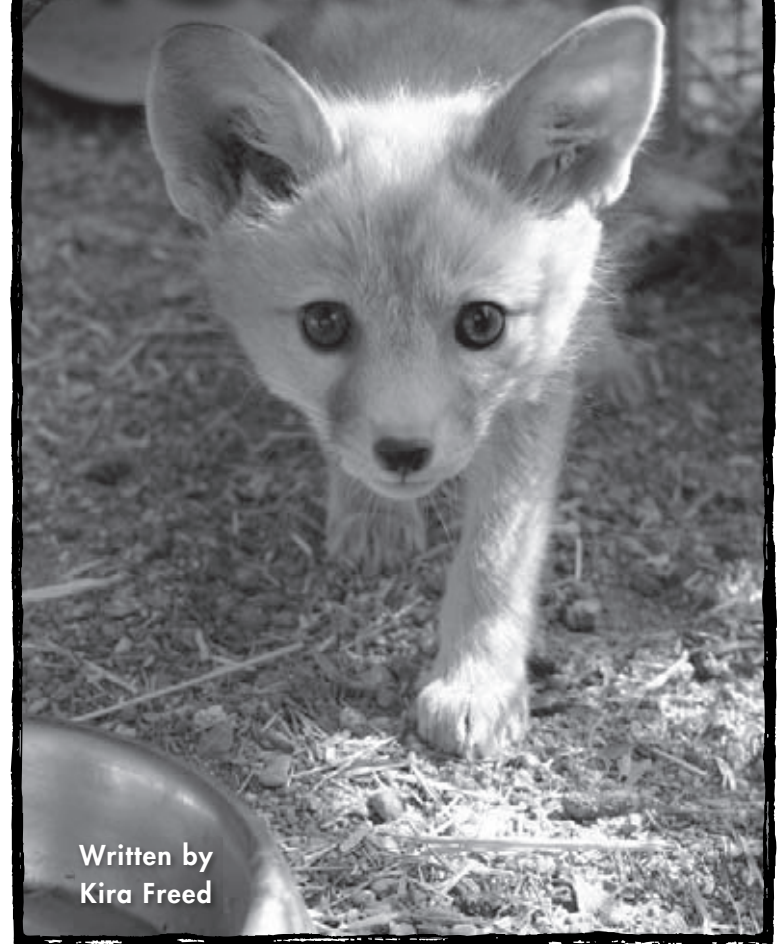


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LEVELED READER • X

Wildlife Rescue



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Wildlife Rescue



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Cover: This baby gray fox was found in a pipe on a farm. It will be placed with an adult fox before it is released into the wild.

Back cover: A rescued raccoon washes its food at a rehab center as it would in the wild.

Title page: Wildlife rehabber Lisa Bates works with a nearly blind hawk.

Wildlife Rescue
Level X Leveled Reader
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Tucson Wildlife Center

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Who to Call?

If you see a wild animal in trouble, let an adult know right away. If you cannot find an adult you trust, look in the phone book under "Wildlife Rescue" or "Animal Rescue."

Introduction

A baby bird hops along the ground, and its parents can't be seen. What do you do if you find a baby bird that appears to be **orphaned**? What if you find a rabbit that can't seem to hop, or a raccoon swaying from side to side as it walks?



Topsy, a 3-month-old female great horned owl, was rescued after she fell out of her nest during a windstorm. She is healing from neck and back injuries.

Many people do not know what to do, or what not to do, when they find wildlife that may be in danger. Some people know just what to do. They know to leave the raccoon alone, as it is probably sick. They know whether they can help the rabbit and then return it to the wild. They can also look at the baby bird and know what care to give, if any. These people can teach you how to help, too.

Wildlife Rehabilitators

People who help sick, injured, or orphaned wildlife are called wildlife rehabilitators, or **rehabbers**. Rehabilitate means to restore, or bring back, to good health. Wildlife rehabbers rescue wild animals and care for them as they heal. Whenever they can, rehabbers place the animals back into the wild when they recover, or get better.

These wildlife rehabbers have special training in caring for, feeding, and housing wild animals. Many can treat wild animals for sicknesses and injuries, too. They also know how to handle wildlife safely to keep from hurting the animals and themselves.



An animal caretaker pours water over Freebie, a sea lion, after Hurricane Katrina washed Freebie into someone's back yard.



Rehabber Lisa treats Tripod, a young javelina who was hit by a car.

The work of rehabbers is important as more people move into places where wild animals live. When land is used for farming, houses, and businesses, the homes and foods of wild animals are destroyed. As people invade wildlife **habitats**, it is more likely that animals will be orphaned, injured, or killed. People and their activities cause the majority of wildlife injuries.

Common Causes of Injury

- Hit by cars or other vehicles
- Hitting other objects, such as windows
- Poisoning
- Illegal hunting
- Litter and pollution
- Attacks by other animals

Some wildlife rehabbers work with a variety of mammals, birds, and reptiles. Others work with just one group of animals, such as owls, bats, or ocean animals. Wildlife rehabbers often care for **urban** wildlife, or animals that live in cities and towns, such as some squirrels, raccoons, and foxes. Some brave rehabbers work with dangerous animals such as bears, mountain lions, and bobcats.



Florida state wildlife workers give a panther medicine so that it can get well.



A volunteer holds a baby red-tailed hawk while a rehabber takes off a bandage. The hawk broke a leg when it fell out of its nest.

How do people become wildlife rehabbers? Many start as **volunteers** who learn from people with special wildlife training. They learn to care for animals in the homes and backyards of rehabbers, as well as at wildlife centers.

Volunteers do not get paid for their work, but most rehabbers do not get paid either. Often rehabbers spend their own money to buy food, medicine, and shelters for the animals in their care. People help wild animals because they care about our wildlife and they want them to get healthy.

Rescue

How do you know whether an animal needs to be rescued? Kids should always follow these two rules: ❶ *do not touch the animal* ❷ *call an adult right away*. Adults can help by calling a wildlife rehabber who is trained in wildlife rescue.

Kids can help by watching from a safe place to see where an animal hides. Rescuers will be able to find the animal when they arrive. Putting a box or laundry basket over an injured small animal will protect it from **predators** until help comes.



Animal rescuer and helper with an injured dog

Watch Out!

If you see any of these clues, stay away! They are clues that the animal may be sick—and dangerous.

- a bat on the ground
- a wild animal that appears to be tame
- an animal with excess drool, or what appears to be foam around its mouth
- an animal that can't move
- an animal that looks extremely angry
- a **nocturnal** animal (one that is normally active at night) that is active during the day—especially a raccoon, skunk, opossum, fox, or bat

SAFETY FIRST

... for Animals

- Animals may be injured or die from being held wrong when they are hurt and frightened.
- Animals may be injured or die if kept in the wrong kind of cage. For example, wild birds may break bones or damage feathers when trying to escape from wire cages.
- Human scent on a baby animal may cause its parents not to care for it. This is truer for mammals than for birds because mammals have a better sense of smell.

... for People

- Injured wild animals may be frightened because they are in pain. They may bite, kick, scratch, peck, or stab to try to defend themselves. They don't know that people are trying to help.
- Wild animals may have diseases that can be passed on to humans and pets. Bats, coyotes, raccoons, foxes, and skunks are more likely than other wild animals to carry rabies, a deadly disease that all warm-blooded animals, including humans, can catch. Anyone who may have been exposed to rabies must be treated right away.

Many baby animals are taken from their homes when they aren't in danger. A baby bird hopping on the ground may not be orphaned—it might be a **fledgling**, a young bird learning how to fly. Fledglings often hop on the ground to practice moving before they fly. Their parents often watch them, but you may not be able to see the parents.

People sometimes rescue baby rabbits, seals, and fawns that aren't in trouble.

It's normal for these babies to rest quietly on a beach or in the grass while their mothers eat nearby. Only people trained in the natural ways of these animals know whether or not the babies need human help. If they don't, taking them from their mother hurts their chance to survive.



Unless baby animals are wounded, they do not need to be rescued.

Many people wrongly believe they are helping wild animals by taking them home. Don't confuse loving wildlife with being able to take care of these animals. Much more training is needed to care for wild animals than to care for dogs and cats. Besides, taking home wild animals is against the law.

If you were injured in an accident, would you want just anyone taking you home and caring for you? No, you would want someone trained to help, such as a doctor or nurse. You also would



Veterinarians examine a cheetah.

want a clean place that has the right tools and medicine to help you. Wild animals, like you, should get the best care.

Do You Know?

Spring is the busiest time of year for wildlife rescue because wild animals give birth in the spring. Babies are weaker and often can't survive on their own. A baby animal may become orphaned if a car hits its mother, or if a hunter or predator kills its parents.

Rehabilitation

When animals are brought to a rehabilitation center, the first step is to give them a check-up and first aid. Newly rescued animals are **quarantined**, or put in their own cages, so other animals are not exposed to their sickness. Rehabbers keep notes about each animal so they can tell if the animal is getting better, when to give it medicine, and when to feed it.

Animals that come to rehabilitation centers have different problems. If they have broken bones or diseases, **veterinarians** must treat them first. Then the animals can go to the rehabilitation center to get better.

Igor, a black vulture, was fed birdseed instead of the meat he needed for good health. His bones became fragile and broke during his rescue.



Animals may need one place for healing and another for recovery. For example, a hawk with a



Rehabilitated birds practice flying in a flight cage until they have healed enough to be let go.

broken wing might need a small, dark cage where it can stay calm while it starts to heal. After the broken bone has healed, an outdoor area called a flight cage will allow the bird to exercise and practice flying.

Young, injured animals often need more care so they can heal. As they become stronger, they may be placed with an adult animal

to help them. Adult animals show them how to act and how to hunt for food.

Baby animals need special care because they need to stay warm. Rehabbers may put them in an **incubator** to keep them warm, or they may place hot water bottles, heating pads, or light bulbs in their cages.

Most wild animals are frightened of humans, and being away from home is stressful. Too much stress can kill a wild animal. Workers at rehabilitation centers try to protect animals from too much contact with humans. They try to keep noise levels low, and they cover cages with towels. They also don't stare at the animals since in the wild this is a signal that an animal is being hunted.

A puppet serves as a substitute mother so that this young condor doesn't get too used to humans.



Imprinting

Baby animals **imprint**

on their mothers at an early age; a baby duck learns that it is a duck by watching its mother every day. Wildlife rehabbers take special care not to let baby birds imprint on humans; otherwise the babies will grow up thinking they are human and will seek out humans instead of their own kind. Raptors, or birds of prey, and other birds that have imprinted on humans may become dangerous in the wild. They may seek attention from a hiker who doesn't know they are used to human contact. The hiker or the bird could get hurt in the meeting. It is best if wild animals learn to fear humans.



A volunteer feeds a mouse to an adult red-tailed hawk that is almost completely blind.

Do You Know?

Meat-eating animals at rehabilitation centers need food to eat so they heal and grow strong. Wildlife rehabbers pick up animals recently hit by cars or trucks along roads, called roadkill, for animal food. They also have freezers full of "mouse-cicles" — frozen mice that they use as food. To save money, some centers raise quail, mice, rats, and rabbits as animal food.

Wildlife rehabbers must feed the animals foods that are similar to their natural foods. Some foods can make the animals sick. They won't grow normally. For example, cow's milk sold in grocery stores is extremely harmful to many baby animals and can kill them.

Rescued animals must be fed natural foods so that later they can survive in the wild. This is most important for orphaned animals that have grown up in a rehabilitation center. If they develop a taste for human food or do not learn to find their own food, they could starve in the wild.

Release

When a rescued animal is ready to return to the wild, rehabbers must decide where to release it. The search for a good location begins long before an animal is ready for release. Rehabbers find a location that has plenty of food, water, and shelter. They also make sure that the location is safe from human contact.

Rehabbers must make sure the animal is healthy enough before it is released. They make sure that it can run, climb, or fly easily. They also make sure the animal is able to see, hear, find food, stay away from predators, and be with other animals of its own kind.

This fruit bat will be examined by a rehabber before its release date.



The first step in releasing an animal is moving it to an outdoor pen or cage with other animals of the same kind. Once outdoors, the animal can get used to the weather and have less contact with humans. After some time outdoors at the rehabilitation center, the animal is ready to be released.

Some animals, especially orphans, are released slowly. A pen is put in a safe place in the wild with the door left open. Rehabbers provide food for the animal until it is certain that the animal can find food for itself. Fast release is often used with wilder animals rescued as adults. They are taken to a release location, ideally near where they were found, and let go.



A wildlife rehabber has some company as she lets this bald eagle fly.

About half of the animals at rehabilitation centers are too sick or too badly injured to ever be released. Many animals have lost a limb, beak, wing, or eye. A bird with an injured wing that does not heal properly, or with only one eye, would not be able to fly or hunt in the wild.

When it is known that an animal will never survive in the wild or at a center, rehabbers have to make tough decisions. If the animal is in pain, euthanasia—quick, painless killing—is sometimes the best way to end an animal's suffering.

This adult female great horned owl is not a quiet flyer because of a wing injury. The noise warns prey animals she hunts, so she can never be released.



Disaster Rescue

Human activities are not the only way wildlife get injured. Natural disasters, such as wildfires



Terri Crisp with one of the animals she has rescued from earthquakes, fires, floods, hurricanes, oil spills, tornadoes, and other disasters

and hurricanes, hurt animals, too. Terri Crisp spends all of her time rescuing animals that are in danger from disasters.

During a raging California wildfire in 1986, Terri rescued a Shetland pony by getting it into a car. She worked to save sea otters and loons during the *Exxon-Valdez* oil spill of 1989 in Alaska. In 1992, she worked to rescue hundreds of animals hurt by Hurricane Andrew. She started an organization called Noah's Wish that trains volunteers to rescue animals in danger from disasters.

Incredibly, many wild animals knew to run inland before the Indian Ocean tsunami of 2004 hit land. However, pets and farm animals did not do so well. Many people in the areas hit by the tsunami depended on working farm animals. Many of these animals were killed, and many others were injured or left in places without food. The Humane Society International has worked with others to help the animals, and the people who care for them, get their lives back on track.



A volunteer feeds cattle in a part of India hit hard by the tsunami of December 2004.

Conclusion

Rehabbers often use animals that cannot go back to the wild as **ambassadors** to help teach people to respect wildlife. Children and adults learn about wildlife that live in their area. They also learn about respecting the land so that wild animals can continue to find food and shelter.

Wildlife rehabbers do important work in caring for injured wild animals and returning many of them to the wild. We can help rehabbers' efforts by respecting wildlife and by calling a rehabber if we see an animal in trouble. One phone call could give a wild animal the opportunity to grow up and live free.



This bird of prey acts as an ambassador to teach children about animals in their area.

Glossary

ambassadors	representatives for a country, species, or cause (p. 22)
fledgling	a young bird that is learning to fly (p. 11)
habitats	places in nature where a plant or animal lives and grows (p. 6)
imprint	identify with from an early age (p. 15)
incubator	an enclosure in which a baby animal is placed to keep it warm (p. 14)
nocturnal	active at night (p. 9)
orphaned	caused to have no parents (p. 4)
predators	animals that hunt and eat other animals (p. 9)
quarantined	isolated to prevent the spread of disease (p. 13)
rehabbers	people who work with sick or injured wildlife to bring them back to good health (p. 5)
urban	near a city or town (p. 7)
veterinarians	doctors who treat animals other than humans for diseases and illnesses (p. 13)
volunteers	people who offer help or perform a service without being paid (p. 8)

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Explore More

On the Internet use www.google.com to find out more about topics presented in this book. Use terms from the text, or try searching for glossary or index words. Some searches to try: *wildlife rehabilitation*, *veterinarian*, or *Humane Society International*.

Reading a-z

Important Event	Important Event	Important Event	Important Event

WILDLIFE RESCUE • LEVEL X • 1

[illegible]

SKILL: SUMMARIZE

Name _____

INSTRUCTIONS: In the first column, sequence the steps involved in a *Rescue* of wildlife. In the second column, sequence the steps involved in *Rehabilitation* of wildlife. In the third column, sequence the steps involved in *Release* of wildlife.

Release			
Rehabilitation			
Rescue			

Name _____

INSTRUCTIONS: Use the prepositions from the word box to complete the sentences in the paragraph. Then choose two prepositions and use one in a sentence on the lines provided.

toward	within	but
for	from	inside
about	beside	after

When I was walking home _____ school, I saw a bird lying near the road. I saw that it was alive _____ its wing was hurt. I learned _____ animal rescue in school, so I knew I needed ask an adult to call a wildlife rehabilitator. My mother called the rehabilitation center, and then we waited _____ a rehabber to come. _____ a short time, a rehabber arrived. She walked _____ the bird and bent down _____ it. She knew exactly what to do. _____ a few minutes, she had bandaged the bird and placed it _____ her van. The bird will go to the rehabilitation center where it will get better.



Choose two prepositions and use each one in a sentence.

1. _____
2. _____

Name _____

INSTRUCTIONS: Write the definition of each base word. Then add the suffix *-ion* to each base word and write the new word in the appropriate box. Use the new word in a sentence.

Words	Definition	New Words	Sentences
discuss			
educate			
locate			
operate			
rehabilitate			

Seeds of Revolution

A Reading A-Z Level X Leveled Reader

Word Count: 2,211

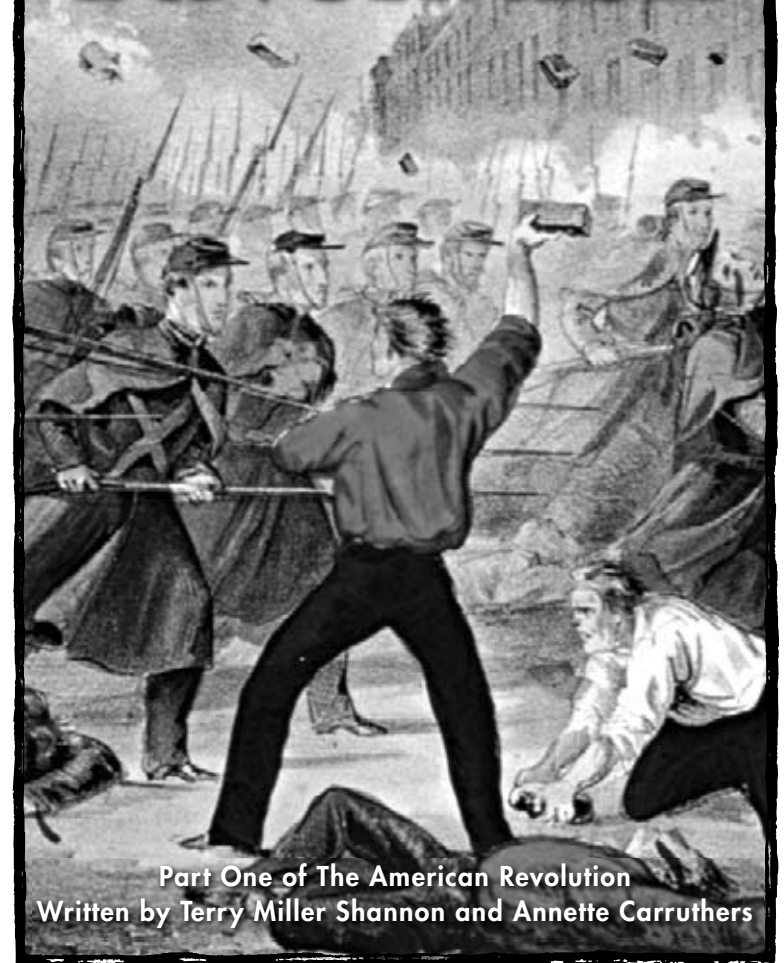


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Seeds of Revolution



Part One of The American Revolution
Written by Terry Miller Shannon and Annette Carruthers

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Seeds of Revolution



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Part One of The American Revolution

Seeds of Revolution at Level X tells about the events leading up to the American Revolutionary War. Read *Battling for Independence* at Level Y to learn about the Revolutionary War itself. Then read *Building a Nation* at Level Z to find out about the efforts to build a strong nation.

Seeds of Revolution
Level X Leveled Reader
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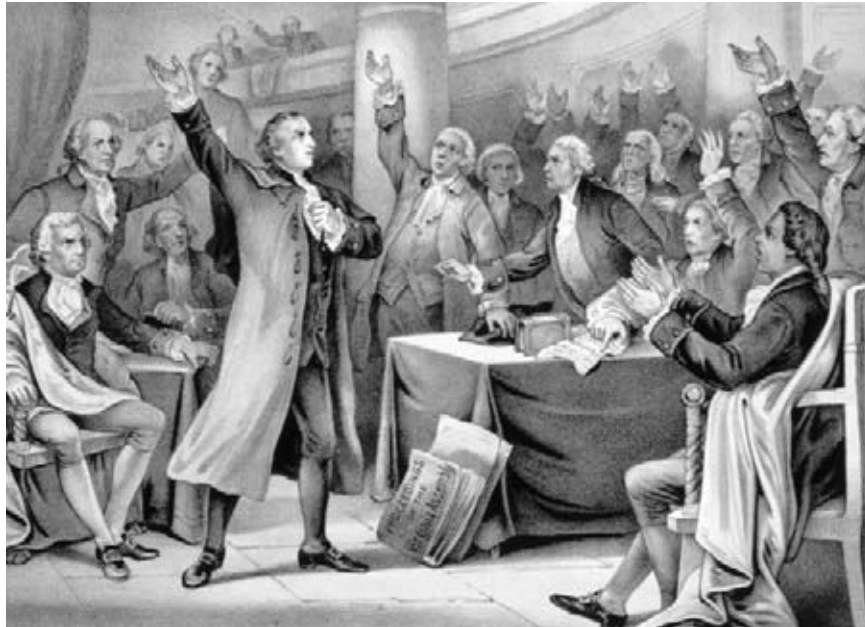
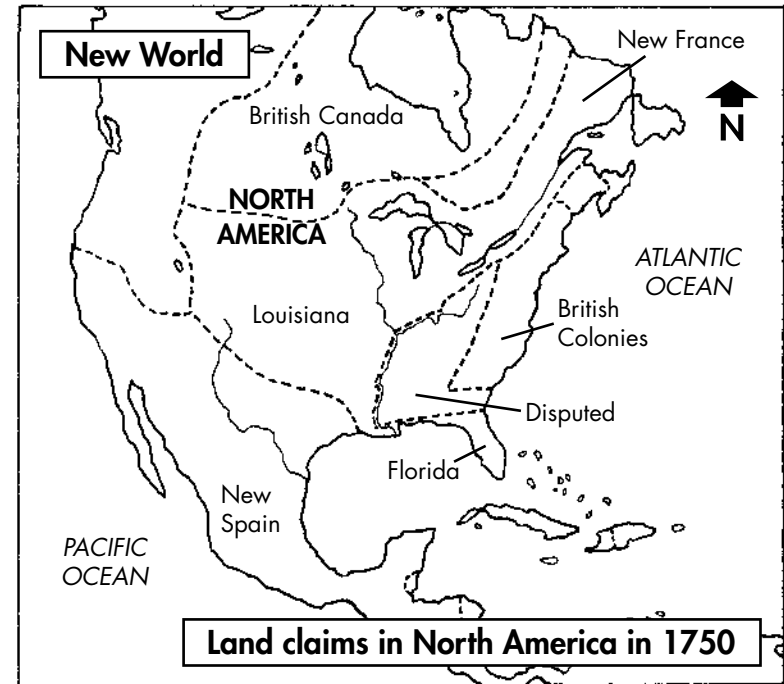


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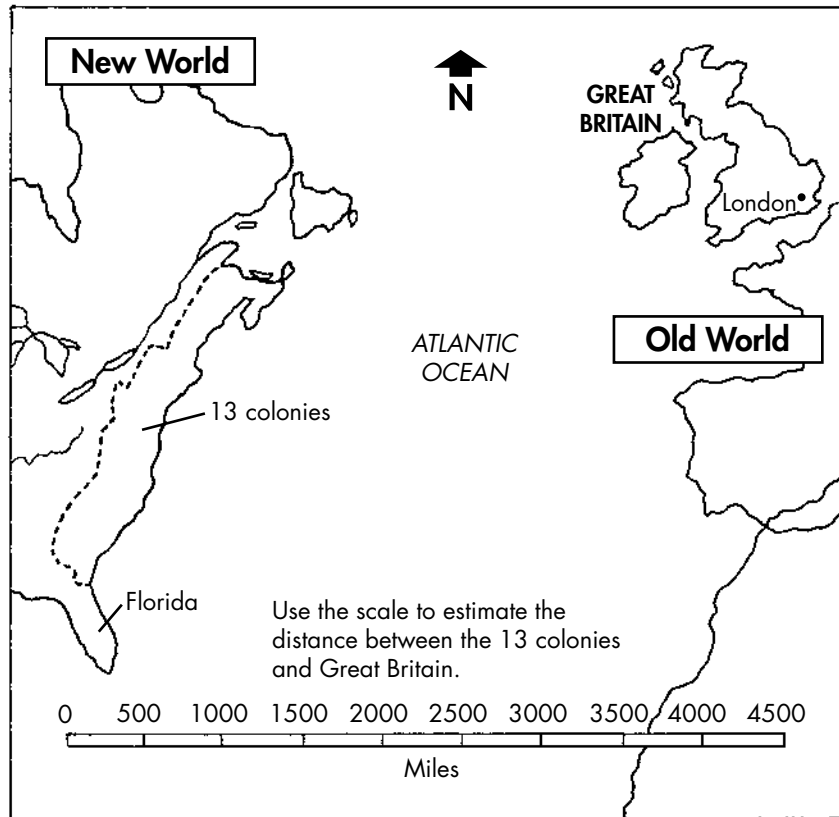
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Britain's Colonies

Over 200 years ago, a ragtag group of colonists fought a war against an empire—and won! Those colonists lived in what is now the United States, and they fought against Great Britain. Britain was a well-established country in the Old World and was trying to secure land in the New World. The New World comprised North, Central, and South America. Many Old World countries in Europe, such as Spain and France, wanted land in the New World too. Over time, Britain had claimed 13 American colonies.

The people who moved to the British colonies were called **colonists**, and they lived across the Atlantic Ocean from the country that controlled them. The distance allowed the colonists to develop their own ideas and ways of doing things. It was this independent spirit that fueled the Revolutionary War, even though the colonists and Great Britain had once been friends. In the 1700s, they had worked together to defeat a common enemy—France.



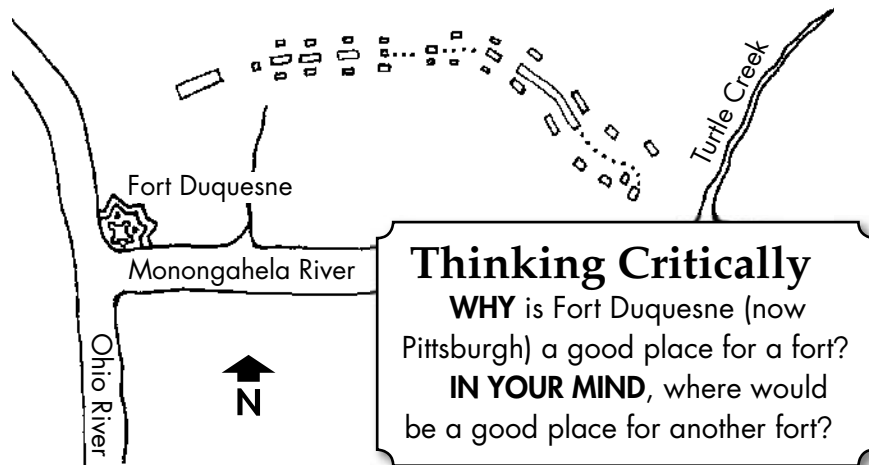
The French and Indian War

In the 1750s, both France and England wanted the same land in North America. The two countries had competed for hundreds of years to gain power in the Old World, and that competition continued in the New World. The French had explored areas around the Great Lakes and the Ohio River Valley. French fur trappers had established trading posts in those areas. England claimed ownership of the same areas, and colonists settled there.

Native Americans had lived there long before either the French or the British. The French traders and trappers were friendly with many of the Native American tribes of the region. As British settlers moved west from the East Coast, Native Americans lost much of the land they had used for centuries for living and hunting. The British signed treaties, or agreements, with the Native American tribes to pay for and purchase their land. The tribes did not have the same ideas as the British about ownership and often didn't realize the **rights** they were giving up. Many of the tribes were angry and willing to use force to regain the right to use the land they had always used.

As France and Britain prepared for war in the New World, some Native American tribes sided with Britain and others sided with France. Both sides began to build forts in the Ohio River Valley to protect their rights to the land. In 1754, the French built Fort Duquesne where the city of Pittsburgh, Pennsylvania, is today. The fort was built in a spot thought to be key to controlling the Ohio River Valley. Both sides wanted the fort.

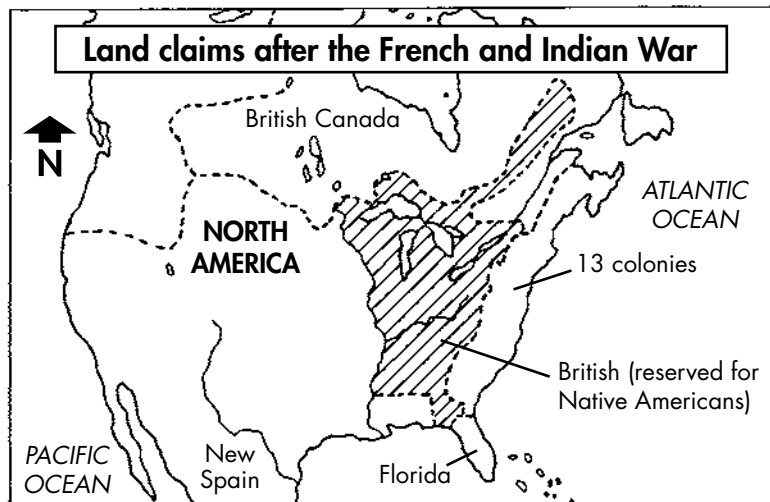
The British sent a young surveyor named George Washington to the fort to persuade the French to leave. The French refused. Washington and his men attacked a group of French scouts, killing 10 men. Washington's group of men built Fort Necessity not far from Fort Duquesne. The French captured Fort Necessity, but Washington and his men surrendered and then escaped.



Washington then went to fight alongside Britain's General Edward Braddock. Braddock's goal was to **banish** the French from the Ohio River Valley, beginning with Fort Duquesne. However, the French hid soldiers and their Native American **allies** in the woods alongside the columns of British soldiers marching on the fort. They shot at the British, who panicked and ran. General Braddock was killed, as were more than half of his soldiers. This battle is considered by many to be the first real battle of the French and Indian War.



The French and Native Americans introduced the British to a new style of fighting when they started using the woods to their advantage.



In 1756, Britain declared war on France. The official fighting began that year, although many battles had already been fought in the New and Old Worlds. Britain sent more troops to the colonies, as did France. At first it seemed France would win the war, but the British attacked the critical points of Fort Niagara, Lake Champlain, and Quebec. The French were cut off from the Ohio River Valley, the Mississippi River, and the port at New Orleans. The French depended on supplies coming out of these areas. Without supplies, the French could not survive in the New World.

Britain won the war. The Treaty of Paris, signed in 1763, cut off all French claims to North America. British colonists could now move freely into the areas once controlled by France, including Canada.



Colonists were pleased to be part of Britain. Many had fought alongside British troops in the French and Indian War against a common enemy. The colonists were grateful Britain fought for their rights to move west. However, their gratitude did not last long. Just a decade later, gratitude and friendship turned to distrust and **revolution**.

The distrust began soon after the French and Indian War. Britain had decided to keep 10,000 soldiers in the New World to defend its land there. The soldiers needed places to live and food to eat. Britain also needed money to pay off war **debts**, and to govern its expanded empire. King George III and Britain's **Parliament** had an idea: Let the colonists pay for the soldiers' housing and food and pay taxes to help pay off Britain's war debts.

Taxation Without Representation

In 1764, just a year after the Treaty of Paris, Britain's Parliament passed the Sugar Act, which taxed Spanish and French molasses and sugar bought by colonists. The cheap Spanish and French sugar that colonists had been buying was now so expensive that they had to buy British sugar. This made money that Britain could use to pay off its war debts.

In 1765, Britain's Parliament passed the Quartering Act, which called for colonists to house the 10,000 British troops still in America after the French and Indian War in their private homes. Britain's soldiers, lived with colonists and were not required to pay rent or help the family in any way. But it was the Stamp Act, passed that same year, that really raised an outcry from the colonists. The act required colonists to buy a British stamp for the printed paper they used, which meant they would pay **taxes** on newspapers, calendars, playing cards, and other paper items.

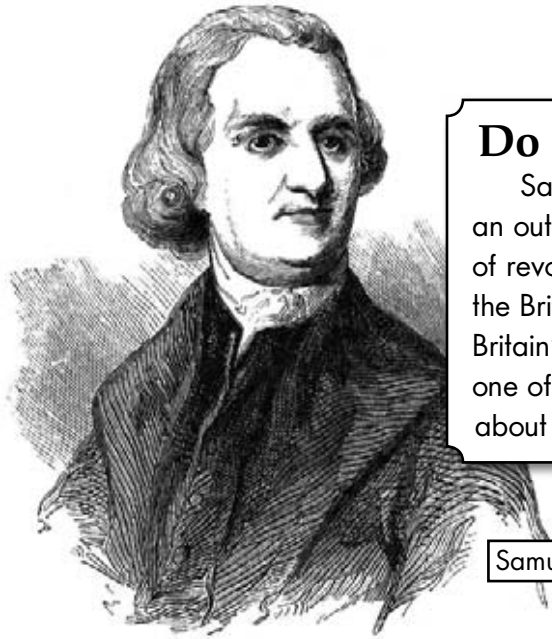
The colonists were not happy about being taxed. They complained most loudly about the fact that they had no voice in the government that taxed them.

Colonists' fury led to cries of "No taxation without representation." They wanted someone in Parliament to speak for them, but King George did not like colonists telling him what he should do. While he was thinking of how to retaliate against the **rebellious** colonists, the colonists began working together to fight the taxes.

Over the years, colonists had developed ways of ruling themselves. In Virginia, an elected assembly set laws for the colony. This elected assembly argued over the Stamp Act's fairness. Patrick Henry, a young lawyer, stood and announced that no one except Virginians had the right to tax Virginians. The assembly accepted Henry's position, even though some called Henry a traitor for speaking out against King George.



Virginia Assembly

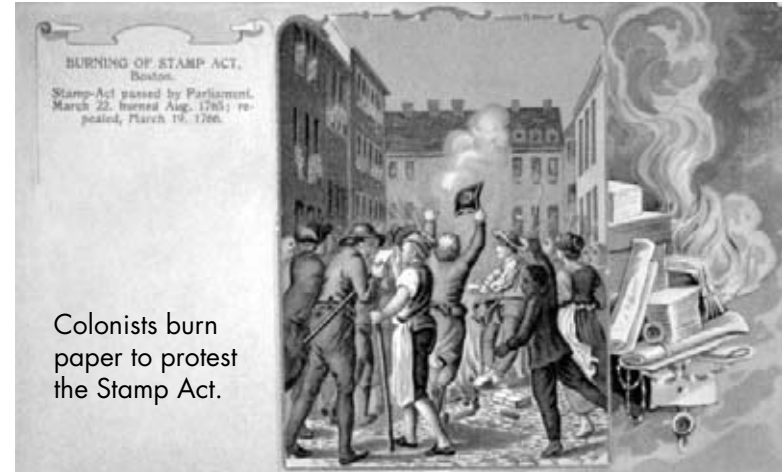


Do You Know?

Samuel Adams was an outspoken supporter of revolution against the British. He opposed Britain's taxes. He was one of the first to speak about independence.

Samuel Adams

Newspapers reported Henry's position, and soon people throughout the 13 colonies were **protesting** the Stamp Act. James Otis and Samuel Adams joined Henry as just a few of the leaders speaking out against the tax. Colonists like Adams, Henry, and Otis were called Patriots. Colonists who supported King George were called Loyalists. Some of the Patriots formed groups called the Sons of Liberty and the Daughters of Liberty and urged colonists to refuse to trade with or buy goods from the British. Some British stamp agents were even attacked by colonists. More acts from Britain's Parliament were to come, as were more attacks.



In October 1765, nine colonies out of thirteen sent representatives to New York to take part in the Stamp Act Congress. The congress asked Britain's Parliament to repeal, or cancel, the Stamp Act. In 1766, King George agreed to repeal the Stamp Act. But, in 1767, the Townshend Acts were passed. The Townshend Acts put taxes on glass, paint, lead, paper, and tea. Colonists raged against the new taxes. They boycotted, or refused to buy, British goods. In 1770, Britain repealed all but one of the Townshend Acts because its merchants were losing money.

Tension between the Patriots and Britain was building. British soldiers spread across the colonies to enforce the taxes. More taxes brought more **resentment**. One night in Boston, the tension and resentment brought more violence.

Acts of Frustration and Retaliation

Large numbers of British soldiers had lived fairly peacefully in Boston after the French and Indian War. Colonists resented the soldiers, but for years, they managed to live side by side. On the night of March 8, 1770, a group of rowdy Boston colonists picked a fight with some British soldiers. One thing led to another, and the soldiers began to shoot. The soldiers killed five colonists.

Patriot Samuel Adams saw the fight in Boston as a way to get more colonists on the side of independence. He asked his friend Paul Revere, a silversmith, to engrave a picture of what happened in Boston.

Do You Know?

Crispus Attucks, a former slave, is believed to be the first person killed in the Boston Massacre. He lived in Boston and worked as a whaler on ships in Boston Harbor. He believed strongly in freedom from Great Britain. At his memorial service, many speeches were given about his bravery.



Crispus Attucks

Adams called the fight started by colonists the Boston Massacre. The engraved picture, which showed British soldiers firing into a group of peaceful colonists, was printed in newspapers and other places. The picture was not a true account of events, but it gave Adams the result he wanted. The picture enraged many colonists.



Revere's engraving as it appeared in print

Thinking Critically

HOW was Samuel Adams a spin doctor, or a person who takes the truth and "spins" it to his advantage in political situations? What did Adams gain by his actions?

IN YOUR MIND, is spindoctoring the right thing to do?

In 1773, all that was left of the Townshend Acts was a tax on tea. The Tea Act required colonists to buy tea only from Britain's East India Company. The colonists were still not represented in Parliament, and they were angry that not all of the taxes were repealed. A group of frustrated colonists showed their dislike for the tea tax. They climbed aboard a British ship and dumped 342 chests of tea into Boston Harbor. They dressed up as Native Americans so they could not be blamed for the trouble they caused. However, the British were neither fooled nor amused. The act became known as Boston Tea Party.



Thinking Critically

HOW did human nature fuel the outcry against Britain?

IN YOUR MIND, if the same situation occurred today, how would it be different?

The Boston Tea Party took place under the cover of darkness to keep the participants from being caught.

In 1774, King George and Parliament retaliated with the Coercive Acts, which the colonists renamed the Intolerable Acts. These acts were written to punish the rebellious colonists. One of the acts closed Boston Harbor to all ship traffic. That put many Boston colonists out of work and made them worry that they would starve. Colonists in other areas felt sorry for Boston and were furious with Britain. In the meantime, Britain appointed General Thomas Gage as governor of Massachusetts, and sent him to Boston to take control of the city. Gage brought 4,000 troops with him, which the colonists then had to house and feed.

Like the Stamp Act that came before it, the Intolerable Acts united colonists against Britain. In September 1774, twelve colonies sent **delegates**, or representatives, to Philadelphia to meet in the First Continental Congress. The delegates insisted the Intolerable Acts be repealed. They also insisted that colonists have a say in all tax laws. Britain's Parliament refused the demands of the First Continental Congress and declared the colonies to be in a state of **mutiny**.



Patriot soldiers often did not have uniforms.

Do You Know?

Patriot soldiers were nicknamed "minutemen" because they could get their clothes on, grab their guns, and be out the door in a minute.

British soldiers were nicknamed "redcoats" because their uniform coats were red.

The delegates of the Continental Congress urged colonists in Massachusetts to gather weapons and stop all trade with Britain. The Continental Congress started to train soldiers, known as militiamen or minutemen, for the fight ahead. American colonists were preparing to fight for independence from a country that many no longer believed or trusted.

The War Begins

In Boston, General Thomas Gage, the commander of the British troops, became alarmed when he heard reports of colonists' weapons stored at Concord, about 20 miles west of Boston. He sent British soldiers to take control of the weapons on the night of April 18, 1775. Gage also planned to arrest the leaders of the rebellion, Samuel Adams and John Hancock, who were in Lexington, a town not far from Concord.



General Thomas Gage

A Patriot doctor, Samuel Prescott, found out about Gage's plans and warned the **militia** that the British were coming. On the way to Concord, the British soldiers encountered a group of 70 militiamen, waiting for them on the village green in Lexington. The British soldiers tried to walk past the militiamen, but an unordered shot rang out. No one is sure which side fired the first shot, but that shot started the Revolutionary War. It would become known as "the shot heard 'round the world." In the fighting that followed, eight militiamen died and ten were wounded. The British continued on to Concord.

The Truth About Paul Revere's Ride

Bostonian Paul Revere is famous for warning the troops at Lexington and Concord that the British were coming—but that's a tall tale. It is true that he sent a spy to watch the British soldiers. The spy was to signal which direction the British were marching by hanging one lantern or two lanterns in a church tower. If the British soldiers traveled by land, one lantern would be hung. If they were to cross the Charles River, two lanterns would be hung. Revere saw two lanterns in the church tower that night. Revere traveled by horseback with William Dawes from Boston toward Concord to warn of the advancing British soldiers. Samuel Prescott joined the two men. British officers stopped Revere and Dawes; but Prescott escaped, and he was the one who carried the warning to the militiamen.



The British destroyed some supplies in Concord, but the Americans had hidden most of their weapons. Patriot leaders Hancock and Adams escaped arrest. Militiamen arrived at Concord in large numbers. They attacked the exhausted British soldiers at Concord's North Bridge, and continued the attack the next day as the British soldiers began to march back to Boston. The soldiers were **retreating** from the fight. The militiamen hid behind trees and stone walls to fire upon the lines of British soldiers. The professional British soldiers were humiliated by their defeat at the hands of a ragtag group of quickly trained colonists. At Lexington and Concord, 273 British soldiers and 93 militiamen died.

The Revolutionary War had begun.



Patriot troops face British soldiers on Lexington's village green.

Glossary

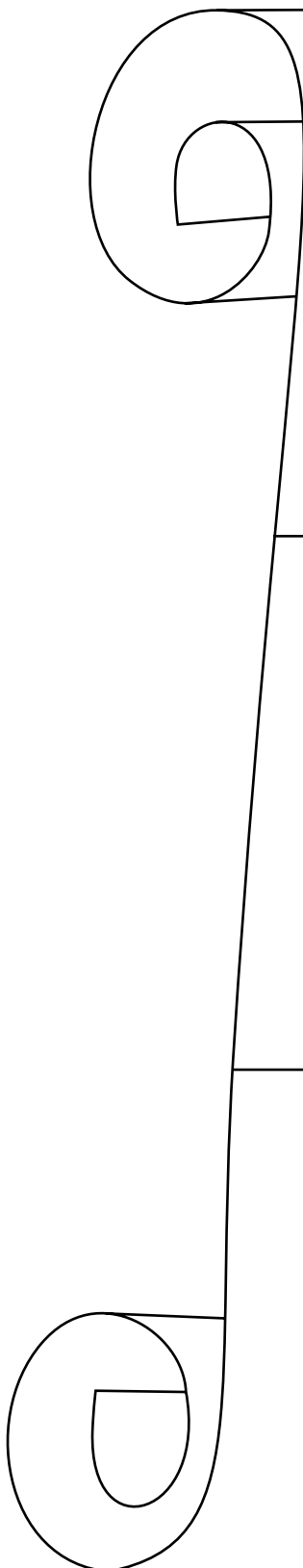
allies	two people or groups that join together for a common cause (p. 8)
banish	to force to leave (p. 8)
colonists	people living in a distant territory of a country (p. 5)
debts	money or favors owed to another (p. 10)
delegates	representatives of a group (p. 18)
militia	group of citizens who act as soldiers, often with little training (p. 20)
mutiny	a refusal to follow orders from a government or other authority (p. 18)
parliament	a group of people that sets laws for a country (p. 10)
protesting	complaining about an idea or act (p. 13)
rebellious	tending to fight against a government or other authority (p. 12)
resentment	a feeling of anger due to being wronged by some person or group (p. 14)
retreating	withdrawing or moving away from a battle with the enemy (p. 22)
revolution	getting rid of one government to replace it completely with another (p. 10)
rights	things that belong to someone by law, nature, or tradition (p. 6)
taxes	money collected by government from people and businesses (p. 11)

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INSTRUCTIONS: In the first row, write what you already know about the American Revolution. In the second row, write what you would like to learn. After you finish reading, fill in the third row with information you learned.

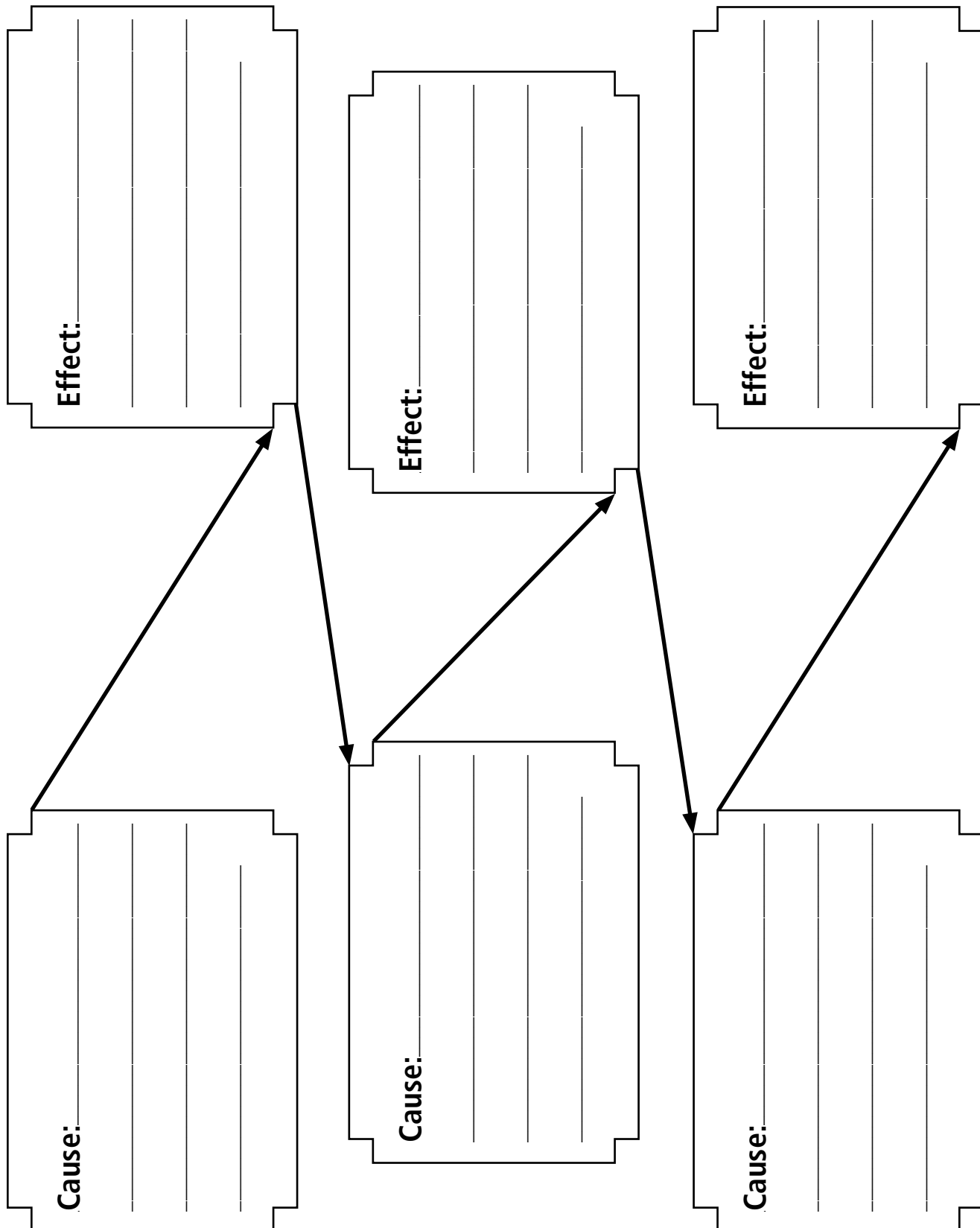
	What I know
	What I want to know
	What I learned

SEEDS OF REVOLUTION • LEVEL X • 1

SKILL: KWL/ASK AND ANSWER QUESTIONS

Name _____

INSTRUCTIONS: Write the causes and effects from *Seeds of Revolution* in the correct sequence in the boxes below in order to show how one event effects another.



Name _____

INSTRUCTIONS: Circle the conjunctions in the sentences below.



1. They were called colonists and lived across the Atlantic Ocean.
2. Soldiers weren't required to pay rent or help the family in any way.
3. They had to pay taxes on newspapers and playing cards.
4. The colonists were not happy about being taxed, so they complained.
5. He urged colonists to refuse to trade with or buy goods from Britain.
6. James Otis and Samuel Adams joined Henry to speak out against taxes.
7. Colonists resented the soldiers but remained peaceful for years.
8. The British were neither fooled nor amused.
9. They dressed up as Native Americans so they could not be blamed.
10. Colonists in other areas felt sorry for Boston and were furious with Britain.

Name _____

INSTRUCTIONS: Use a thesaurus to choose a synonym for each word in the box. Write the synonym in the box labeled *Synonym*. Then use each synonym in a sentence about the American Revolution on the lines provided in the box labeled *Sentence*.

Word	Synonym	Sentence
build		_____ _____
friendly		_____ _____
angry		_____ _____
courage		_____ _____
leave		_____ _____
important		_____ _____
control		_____ _____
stop		_____ _____

The Blues: More Than a Feeling

A Reading A-Z Level X Leveled Reader

Word Count: 1,846




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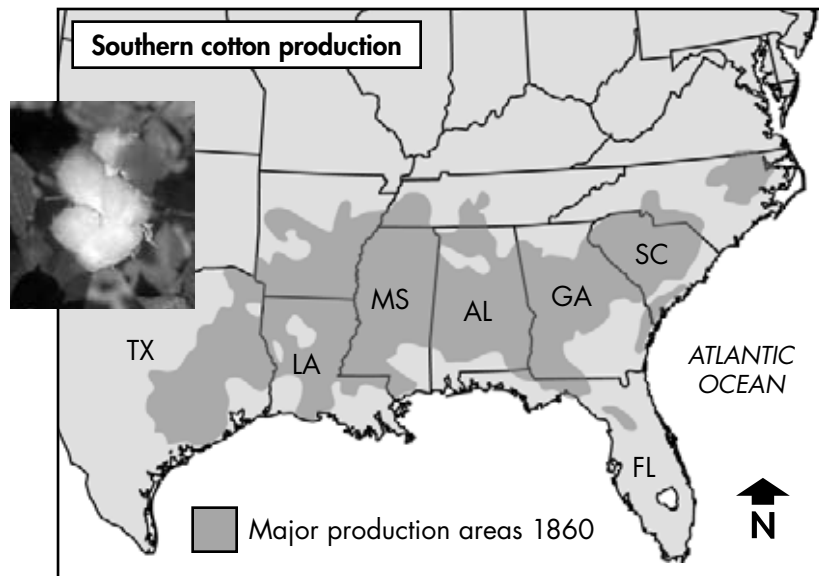
What Are the Blues?

What are the **blues**, and how do you know if you've had them or heard them? Let's start with the feeling. Have you ever felt down or sad? If so, then you've had the blues. The blues are a feeling that things just aren't going your way, and everybody gets this feeling from time to time. What's different is how people choose to deal with the blues—some people cry, others eat, some talk to friends or paint a picture, and still others sing.

People have always used music as one way to **express** their feelings, and often they feel better after they have sung or played music. Music that expresses feelings of sadness through the words or the melody has become known as the blues. The blues is a form of music that came out of the American South. It is one of the few types of music to originate in the United States.



Beale Street in Memphis, Tennessee, is known for blues music.



Where Did the Blues Come From?

In the 1700s, the southern states now known as Georgia, South Carolina, Alabama, Mississippi, Louisiana, and Texas were planting fields of cotton to try to meet the clothing needs of a growing nation. More cotton was being grown than there were people to work the fields.

Slaves were brought by force from their homelands to help plant and harvest the cotton. Slaves were people who were considered property, so they worked without being paid and often received little food or personal comforts.



Many of the slaves in the southern United States created songs to pass the time as they worked in the fields or when they had time off. Many of these songs expressed their longing for their homelands, their beliefs, or their feelings about the poor conditions in which they lived and worked. From these songs of sadness grew the music known as the blues.

The only way to hear music in the 1700s and through the mid-1800s was to hear a live **performance**, so blues music stayed largely in the South. Then, in the 1870s, came the invention of the **phonograph**. The phonograph brought blues from the back porches and fields of a few people into the living rooms of many.

With the invention of the phonograph, blues music spread. Record companies discovered that people would pay money to buy blues music for their phonographs. The record companies started searching for more blues musicians. More people heard blues music and liked it. As the music became popular, more people learned how to play and to sing the blues.



The phonograph, or record player, helped make blues music popular.



The guitar became an important blues instrument.

Elements of Blues

How do you know if you've heard the blues? Blues music contains three key elements: beat, voice, and instruments. The beat keeps a strong **rhythm** that is driven by a guitar, not by the drums as in most rock 'n' roll. When you hear blues music, you can easily tap your toe or clap along with the beat. The voices singing the blues are more about the **emotion** of the song than hitting specific **notes**.

Early blues music consisted of a singer playing a guitar or piano and, sometimes, a harmonica. People added whatever instruments they had or could make, such as drums, washboards, jugs, and kazoos. As blues music became more popular, people added horns and woodwinds, such as trumpets, trombones, saxophones, and clarinets.



Many bands have used washboards and jugs like the ones used here.

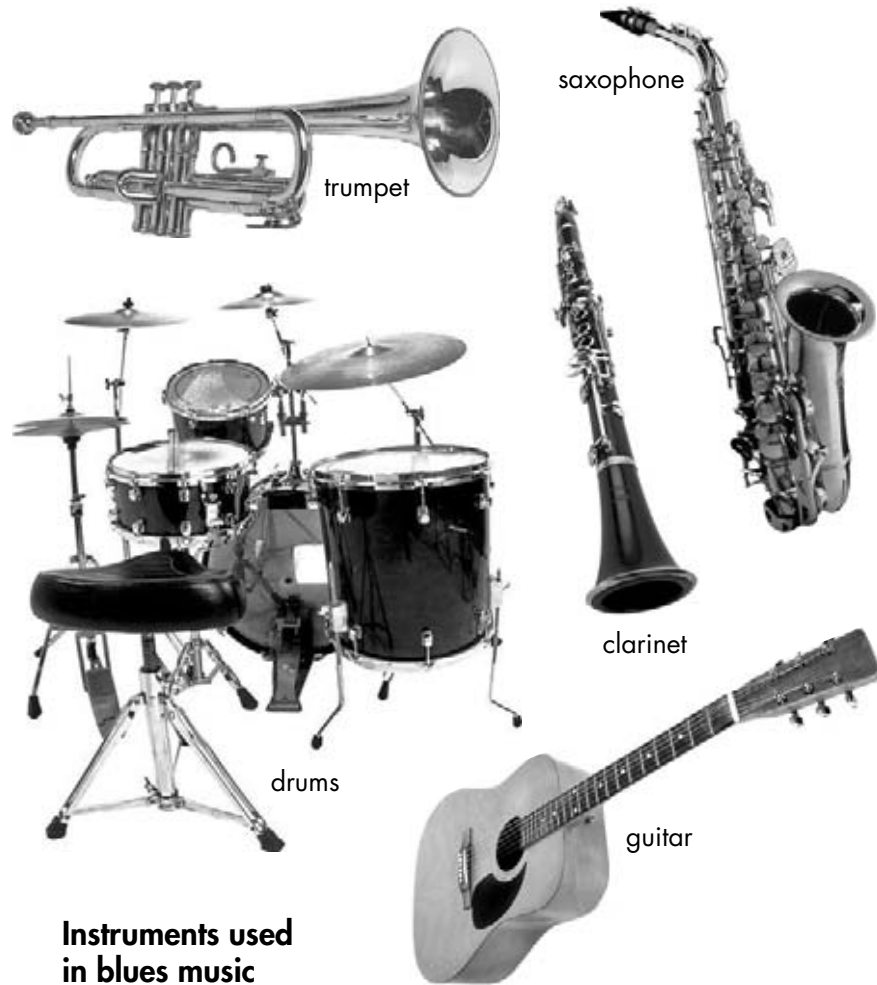
Call and Response

The most distinctive element of early blues is its style of **call and response**, a kind of song that repeats, like an echo. This call-and-response style came from work songs sung by slaves. A lead singer would sing, or call, a line; then the group would give a response by repeating the line.

In most blues music today, the singer sings one line, repeats it (usually word for word), and then comments about it in the third line. For example:

*"I woke up this morning, feeling oh so bad . . .
I woke up this morning, feeling oh so bad . . .
Thinking about my homework made me oh so sad."*

It's not only the words involved in this call-and-response style—it's the music itself. The instruments in the blues get almost as much attention in the songs as the voices. Often the instruments become like voices, answering the singer by repeating the singer's notes and sometimes adding more of their own.



**Instruments used
in blues music**

African Roots

The slaves who influenced early blues music brought their work songs from West Africa—what are now the nations of Senegal and Gambia.

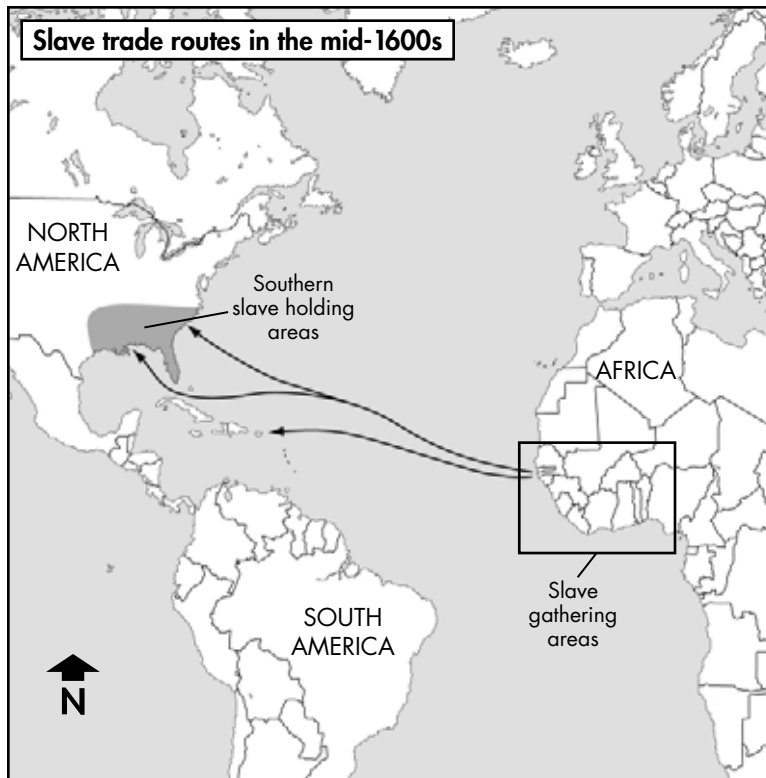


Drums are an important element of much African music.

Because many were **plantation** farmers before being brought west as slaves, they had developed songs specific to their work on the farm:

*"After the planting,
if the gods bring rain,
My family, my
ancestors, be rich as
they are beautiful."*

Much African music was tied to the details of daily life. Africans had a song for when children lost their first tooth and other songs and dances that told their history. These songs were important since they were a way to pass on traditions. Every event—from births and deaths to plantings and harvests—was celebrated with call-and-response singing, drumming, and clapping. Gradually, the words of many songs changed to reflect their new and difficult lives as slaves.



Music in Language

Africans held special meetings to pass on traditions from elder to younger tribal members. They called one another to these meetings with drums. West African language was (and still is) a “pitch-tone” language, with words that change meaning depending on whether they are spoken with a high, middle, or low sound. West Africans developed drumming to imitate their language so they could clearly communicate with each other over long distances. One drum called; another responded. Later, blues music picked up this call-and-response drumming and used it with other instruments, such as horns and saxophones.

Queens of the Blues

The roots of the blues started with African slaves of every age and gender, but the roots of recorded blues started with women. Called “queens of the blues,” these singers tried to appeal to all kinds of people, and their music became known as classic blues. These women started as entertainers in **vaudeville**, a type of stage entertainment, or in traveling tent shows. With voices so vibrant that they didn’t need a microphone to be heard, blues queens developed a style that excited everyone.



Ma Rainey and her Georgia Jazz Band recorded blues music in 1923.



Mamie Smith recorded *Crazy Blues* with Willie "The Lion" Smith on piano and her Jazz Hounds in 1920.

Two people in particular were responsible for helping to get blues music recorded. These two people were W. C. Handy, called the "father of the blues" because he wrote down and publicized the blues, and Perry Bradford, a blues **composer** eager for fame. Bradford founded a studio, called Okeh, that recorded two of his tunes, sung by Mamie Smith. Okeh sold every copy of the recording within weeks, with almost no advertising. Okeh eagerly rushed to record Mamie Smith singing one of Bradford's other songs, *Crazy Blues*. Its off-the-chart sales started a nationwide craze for female blues singers. The blues boom had begun.

In the late 1910s, record executives recognized that women blues singers, such as Mamie Smith, backed by jazz bands, could make a lot of money for their record companies, so they went looking for more. Within a year of Mamie Smith's recording of *Crazy Blues*, the market was flooded with singers. Two of the most famous, in addition to Mamie Smith, were Ma Rainey and Bessie Smith. Gertrude "Ma" Rainey was called the "mother of the blues"; having performed in tent shows for 25 years before being recorded, she already had a large following. In the 1920s, Bessie Smith, "empress of the blues," became the highest paid black performer in the world, earning \$2,000 a week.



Bessie Smith

Think About It

\$2,000 a week—what did it mean to make that much in the 1920s? The average cost of a car back then was about \$265. Bessie could have bought seven cars each week. Nearly 80 years later, the average weekly pay in the United States is \$650. The average cost of a car is about \$27,000.



Slides used by blues musicians became popular with guitar players of other kinds of music, too.

Delta Blues

Eager to find the next blues star, record companies searched throughout the South, primarily in the Mississippi Delta countryside, for talent. Rather than women singers, they found men who played in the “downhome” or “country” blues tradition. Their music, also known as primitive blues, was an expression of black people’s individuality. These musicians sang and played on the guitar or piano, with no backup musicians.

They made use of the slide (a knife, broken bottleneck, brass ring, or polished bone) to slide over guitar strings, imitating a voice moving between notes. To get a similar sound from a piano, they preferred out-of-tune pianos, and sometimes created their own by putting newspapers behind the inside moving parts of an in-tune piano.



Robert Johnson recorded 11 records.

Robert Johnson, who became well-known for his unusual talent at playing guitar.

Charlie Patton, the first great star of the Delta style, recorded blues under his own name and religious music under the **pseudonym**, or false name, of “Elder J. J. Hadley.” He was afraid people wouldn’t buy his religious music if they knew he recorded blues music, too. The popularity of these Delta kings ended the era of classic female blues.

One of the first known Delta blues performers was Son House. Like many male blues singers, he was also a preacher, and he sang spiritual music to pay for his “misbehavior” of playing the blues. He said, “The blues is when you play just one note and it grabs you.”

Son House taught Robert Johnson,

Blues Move North and Beyond

The United States suffered what became known as the **Great Depression** in the late 1920s and into the '30s. During the Great Depression, most people did not have enough money. Jobs were scarce, and people stood in lines just to get a bowl of soup to eat. Although music was sung to ease the pain, record sales fell.



After the Great Depression in the 1930s and with the beginning of World War II in the 1940s, many African Americans moved north to cities. Opportunities for work and school were much better in the North than in the South. Generally, a worker made more money in one week in northern cities than a worker made in three months in the South. The record companies wanted those northern workers to use their cash to buy records, and they did. As more southerners moved north, blues music grew in popularity. It began to be mixed with other musical styles.



Muddy Waters continued to play music into the 1980s.

Muddy Waters was strongly influenced by Delta musicians Son House and Robert Johnson. Chicago crowds loved his raw Delta sound.

Muddy is known as the first blues player to plug in and play an electric guitar. His uncle had given him an electric guitar when Muddy first arrived in Chicago, feeling that the noise of the city needed a bolder sound than the acoustic guitar. By 1950, Muddy was making records with his band, The Headhunters.

Muddy Waters, a true blues legend and the “Boss of Chicago” blues, left the Delta and moved north for work and a better life. He drove a truck during the day in Chicago and played the blues at night. His music helped bridge a gap between Delta blues and rock ‘n’

Muddy Waters created urban blues and influenced rock 'n' roll bands, especially the "British invasion" groups, such as The Beatles, that became popular in the 1960s. The band, The Rolling Stones, and a music magazine took their name from one of Muddy Waters' songs, called *Rollin' Stone*. Other musicians who were influenced by Muddy include Elvis Presley, Jimi Hendrix, and Eric Clapton.



Joe Bonamassa, a modern blues musician, started playing guitar at age 4 and performed with blues great B. B. King at age 12.

Blues Influence on Today's Music

Blues has strongly influenced most modern-day music, not just a handful of musicians. It's amazing what has come from work songs in West Africa! The type of music that is directly linked to blues is rock 'n' roll. Rock 'n' roll is blues music with an even bigger beat. It came directly from blues music—in fact, without the blues there would be no rock 'n' roll. Next to rock 'n' roll, the biggest music to come out of blues is called rhythm and blues, or R&B. It gets its big beat from the blues, too. The beat makes R&B music easy to dance to.

The next time you have a bad case of the blues, what will you do? Put your troubles to words, and sing with feeling! Belt out a song about waiting too long, feeling sick, or missing your best friend. Go ahead and sing about clothes that don't fit or chores your parents make you do. Or listen to someone else who sings about these things. When you are done singing your blues song, you'll probably feel much better.



Kids sing the blues.



Check It Out

For a sampling of blues music just for kids, listen to:

Even Kids Get the Blues
by LP Camozzi

Even Kids Get the Blues
by The Re-Bops

To hear the legends, listen to:

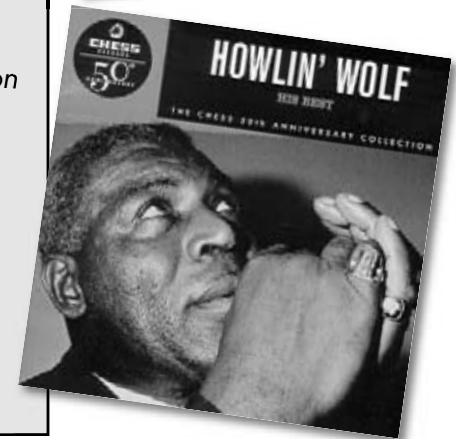
The Complete Recordings
by Robert Johnson

The Bessie Smith Collection
by Bessie Smith

His Best
by Little Walter

His Best, 1947 to 1955
by Muddy Waters

His Best
by Howlin' Wolf



Glossary

blues	a type of music with a strong beat that developed from African American folk songs that often tell of sadness using words, voice, and instruments (p. 4)
call and response	a type of song that repeats words and music, like an echo (p. 8)
composer	somebody who writes music (p. 13)
emotion	a strong feeling (p. 7)
express	to make feelings and thoughts known using words, music, or any form of communication (p. 4)
Great Depression	a period in U.S. history when prices fell suddenly and jobs became scarce (p. 17)
notes	symbols used in written music to show the type and length of sound to be played (p. 7)
performance	a show of playing, singing, or acting in front of an audience (p. 6)
phonograph	a record player (p. 6)
plantation	a large farm on which crops are grown (p. 10)
pseudonym	a false name someone uses (p. 16)

rhythm	the regular pattern of beats in music (p. 7)
slaves	people who are forced to work, are not paid, and are regarded as being property (p. 5)
vaudeville	stage entertainment of slapstick comedy, singing, dancing, and juggling performances (p. 12)

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Name _____

INSTRUCTIONS: In the first row, write what you already know about blues music. In the second row, write what you would like to learn. After you finish reading, fill in the third row with information you learned from reading the book.

K: Knowledge I know



W: Information I want to know

L: Knowledge I Learned

Name _____

INSTRUCTIONS: Use clues from *The Blues: More Than a Feeling* and what you already know to make inferences about the events or characters in the book.

Story Clues	= What I Know =	Inference



Name _____

INSTRUCTIONS: Read the sentences below. Then identify the *independent clause*, the *dependent clause*, and the *conjunction*. Write each one on the lines provided.

1. Although music was sung to ease the pain, record sales fell.

Independent clause: record sales fell

Dependent clause: Although music was sung to ease the pain

Conjunction: Although

2. As the music became more popular, more people learned how to play and sing the blues.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

3. These songs were important since they were a way to pass on traditions.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

4. When the phonograph was invented, blues music spread.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

5. As more southerners moved north, blues music grew in popularity.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

6. When you are done singing your blues song, you'll probably feel much better.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

Name _____

INSTRUCTIONS: Use the dictionary to identify the definition of each word in the homophone pair. Write the definition on the line under the heading *Definition*. Then use the definitions to write one sentence that includes both words in the homophone pair. You may add suffixes such as *-ed*, *-s*, or *-ing* to the homophones to make them work in the sentence.

Word	Definition	Sentence
meet	to come together	Our family meets every Friday for a dinner of meat, potatoes, and a salad.
meat	the flesh of an animal that can be eaten	
sew		
so		
for		
four		
weak		
week		

Early Moments in Rock Music History

A Reading A-Z Level X Leveled Reader

Word Count: 1,873



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Early Moments in Rock Music History



Written by Amy Weber

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Correlation

LEVEL X

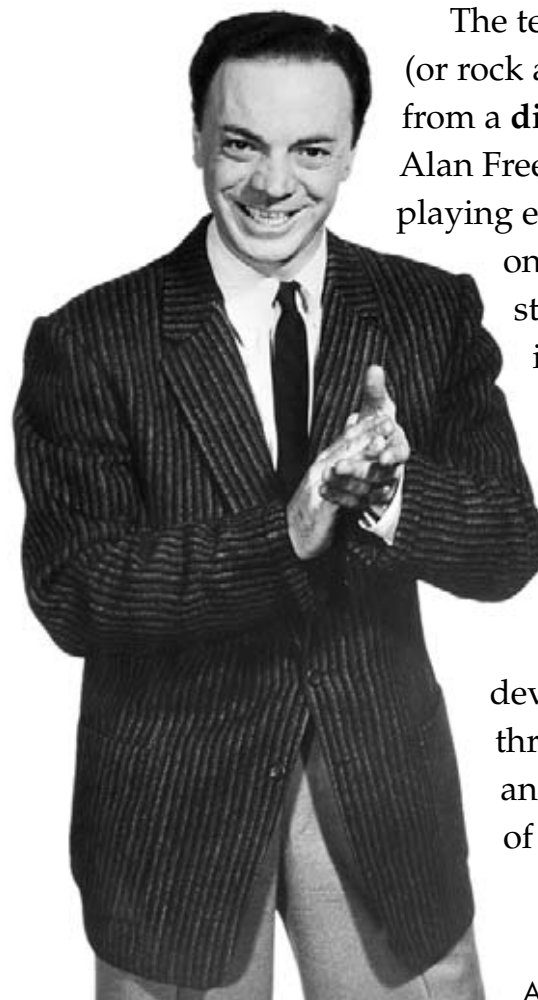
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Introduction

You may like listening or dancing to rock music. You may have even attended a rock concert. But do you know where rock music came from? Do you know when it started? Do you know that it was first called rock 'n' roll?



Alan Freed

The term “rock ‘n’ roll” (or rock and roll) came from a **disc jockey** named Alan Freed, who started playing early rock music on a Cleveland radio station beginning in 1951. But the musical **genre** that rock ‘n’ roll identifies was not discovered or invented by Freed. It developed over time through the **influence** and **contributions** of many musicians.

Audience

Teenagers were the primary audience of rock 'n' roll music in the 1950s. Teens had been portrayed in more wholesome ways through television shows like *The Adventures of Ozzie and Harriet* and *Leave it to Beaver*. But some teenagers of the 1950s generation identified more and more

with the character James Dean played in the film *Rebel Without a Cause*. Teenagers started challenging the **authority** of parents and **institutions**. Changes in society gave them more opportunities to do this.



James Dean in *Rebel Without a Cause*

Many of the rock 'n' roll artists that teens were listening

to were teenagers themselves or only slightly older. The **lyrics** of the rock 'n' roll songs reflected the generation's feelings and attitudes. Parents did not understand these rapidly changing times, which contrasted with the more serious times they had experienced growing up.

UNIVAC computer



Moment in Time: 1951

Other major events were taking place when Alan Freed started playing rock 'n' roll music. In that same year, China took over Tibet, the first color television was made, and the first commercial computer, called the UNIVAC, was built. The UNIVAC computer was so large that it filled the space of a small room! Research on your own to find out what else was taking place around the world in 1951.



First color television

Technology

Records

Unlike today, in the early days of rock 'n' roll there was no such thing as a compact disc (CD) or an MP3 file. So, rock 'n' roll and other music was recorded on vinyl discs called records. The two most common kinds of vinyl records were LPs and 45s.



Modern CD player



LP vinyl record

The long-playing (LP) record is more than twice the size of a CD. The most common LP was 12 inches in diameter and had about 30 minutes of recorded music.

To play an LP, you needed a **phonograph** (record player). A turntable would spin an LP at a speed of 33 $\frac{1}{3}$ revolutions per minute (RPM).

Forty-fives were smaller records that were about 7 inches in diameter. They had room for only about 4 minutes of music, or long enough for one song on each side of the record. These smaller records played at a speed of 45 RPM—that's why they were called "forty-fives."



45 vinyl record



Sun Record Company's Memphis Recording Service studio in Memphis, Tennessee

Rock 'n' roll music was recorded in many studios that started up in the 1950s and continue to record music today. Sun Record Company is one of those recording studios. Its founder, Sam Phillips, discovered the talent of the singer who became known as the King of Rock and Roll, Elvis Presley. Phillips produced Elvis's first record, *That's All Right, Mama*.

Records, like CDs, moved from production to distribution to record shops and radio stations so they could be played over the airwaves. Teens could hear music on their phonographs at home, from a **jukebox** at their favorite diners, or from a disc jockey at a dance.

Radio

Until 1954, nothing like today's portable music players existed. You couldn't (nor would you want to try) to carry around a phonograph or a home radio **console**. Radio consoles made for family living rooms were often as big as a piece of furniture. The invention of the **transistor** changed that. The transistor radio made it possible for teenagers to listen to rock 'n' roll music away from their parents. Teenagers could tune their own radios to the station of their choice. They no longer had to listen to their parents' music.



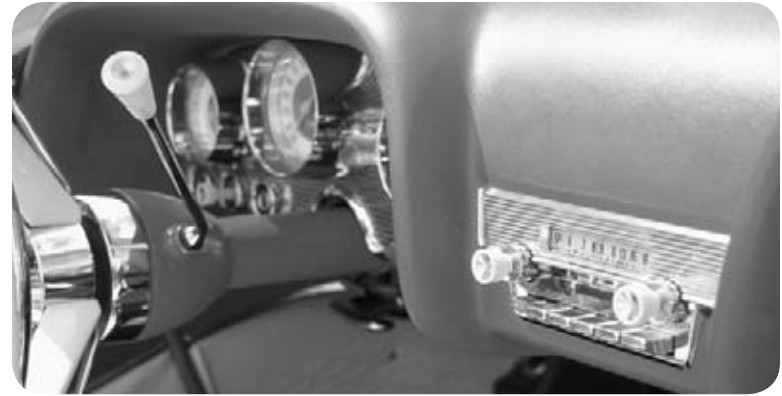
Pocket transistor radios were small enough to fit in a shirt pocket.



Portable MP3 player



Home radio console



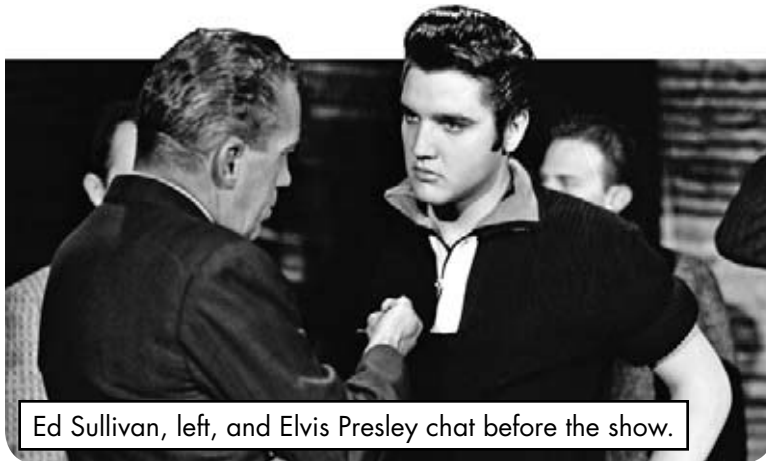
For the first time, people could listen to the radio in their car. Teenagers lucky enough to get permission to borrow the family car, or to have a car of their own, drove to diners, drive-in movie theaters, beaches, and other places. These places became known as teenage **hangouts**. They played rock 'n' roll songs on their radios for everyone to hear. So the portability of the transistor helped to spread rock 'n' roll music.

The radio was also an inexpensive way to market records. As more teenagers heard songs on the radio, the more they liked them. They would go out to record stores and buy records they heard on the radio. As a result, record companies started paying radio stations to play the records that they most wanted to sell. Alan Freed, who dubbed the name rock 'n' roll, was a disc jockey at one of these radio stations.

Television

Along with the transistor, other electronic inventions also helped rock 'n' roll music gain popularity. For decades, people had relied on the radio for news and music. Now, they had television. They could now see the news as well as other shows that included musical performances.

Television became a major means of spreading rock 'n' roll around the country and the world. TV programs like Dick Clark's *American Bandstand* (1957) became a big draw to teenagers. *Bandstand* featured teenagers dancing to Top 40 hits, or the 40 most popular songs based on current record sales. Another popular program was *The Ed Sullivan Show*, which featured live on-stage performances. The Ed Sullivan Show helped launch the careers of many rock 'n' roll musicians, such as Elvis Presley and the Beatles.



Ed Sullivan, left, and Elvis Presley chat before the show.

Electric Guitar

In early rock 'n' roll music, guitarists played only **acoustic** guitars. They had to play them next to a microphone so that large audiences could hear the guitar's sound. But then Adolph Rickenbacker invented the electric guitar. The electric guitar was plugged into an amplifier, which used electricity to make the sound from the guitar louder. The electric guitar became popular and started being manufactured by companies such as Rickenbacker®, Fender®, and Gibson®. Together with a different drumming style (the backbeat), the electric guitar gave rock 'n' roll its most distinctive sound.



Performers

So who played rock 'n' roll music? In the early days of rock 'n' roll, several white artists picked up rhythm and blues songs from black artists and remade them. Many black artists, such as Chuck Berry and Chubby Checker, became popular with both black and white audiences. Certainly, rhythm and blues was not the only genre of music that helped create rock 'n' roll.

Others included boogie, Appalachian folk music, country and western, and gospel.

Many musicians also contributed to the birth and growth of rock 'n' roll. Some were piano players, while others were guitarists. Some were known as solo performers, while others were known as bands, and finally, some were American, while others were British. The Rock and Roll Hall of Fame in Cleveland, Ohio, honors people who have made significant contributions to rock 'n' roll.

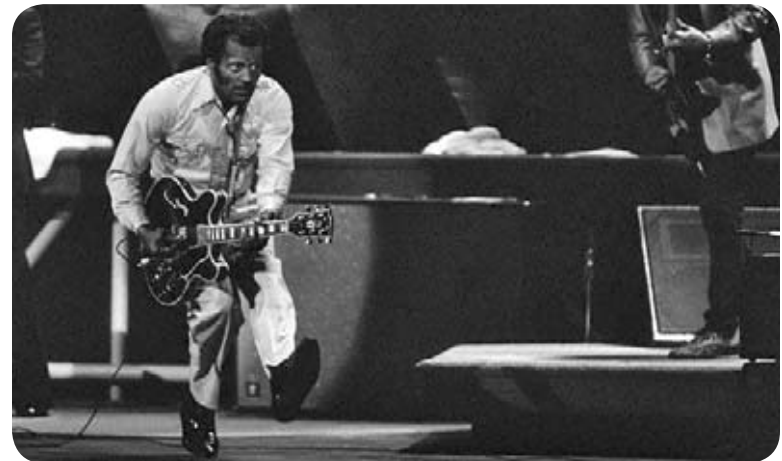


Singer Chubby Checker twists with a dance partner in London.

Chuck Berry

The first personality in the history of rock music is Chuck Berry. Charles Edward Berry was born in St. Louis, Missouri, in 1926. One of Berry's most well-known songs was *Johnny B. Goode* (1958). The lyrics of the song say that Johnny "never ever learned to read or write so well" but "he could play the guitar just like a ringing a bell" followed by the line "Go, go, go, Johnny go, go . . ."

Berry's guitar-playing style was a great influence in the development of the rock 'n' roll sound. He was radical in that he also introduced stage antics into his performances, like the famous "duck walk." Today, it is not uncommon to see rock musicians dance, jump, or leap across the stage while they perform.



Chuck Berry performs the "duck walk" in a 1986 performance.



Elvis Presley

Elvis Presley is another important personality in the history of rock music. So important, in fact, that many have crowned him the “King of Rock and Roll.” Elvis impersonators mimic his right knee-jerking movement and his curled-up lip.

Elvis Aaron Presley was born in Tupelo, Mississippi, in 1935. Presley played a type of music called **rockabilly**. Elvis is given credit by many for making rock ‘n’ roll so popular. Elvis became so popular that he made movies in which he would sing. That made rock ‘n’ roll music even more a part of popular culture.

Buddy Holly and Ritchie Valens

Buddy Holly was born in Lubbock, Texas, in 1936. He performed with a group named The Crickets. While Chuck Berry had his duck walk, and Elvis his jerky knee and curled lip, Holly had his **trademark**, too. He wore black-rimmed glasses and added an occasional hiccup to his singing. Holly is perhaps best known for the song *Peggy Sue* (1957), which talks about the relationship between a boy and a girl.



Buddy Holly

Ritchie Valens (Richard Valenzuela) was born



Ritchie Valens

in 1941 in Los Angeles, California. Even if you don’t recognize his name, you might have heard his most well-known song—*La Bamba* (1958). The lyrics of this song, all in Spanish, originated in a cultural folk song to which Valens applied the rock ‘n’ roll sound.

Although Valens and Holly made an impact on rock 'n' roll history, their careers ended abruptly. They died in a plane crash in 1959 on their way to a **gig** in Moorehead, Minnesota.

Of course, guitar players were not the only musicians who contributed greatly to early rock 'n' roll music; there were also piano players such as Little Richard (Richard Wayne Penniman) and Jerry Lee Lewis. Read about these and other major players in rock 'n' roll history at the Rock and Roll Hall of Fame website at www.rockhall.com.



Little Richard performs in concert in 2004.

Society

Economics

So what was it about the 1950s that made rock 'n' roll music so popular? The United States **economy** was booming after World War II. New inventions had given people more time to enjoy things like television and radio. Teenagers did not have to work to earn money for their families.



'50s teenagers pick songs from a jukebox in a diner.

Parents often had extra money to give to their teenagers to spend. And on what did teenagers spend their money in the 1950s? That's right—records, radios, rock 'n' roll concerts, and movie tickets.

Teenagers also started spending money at fast-food restaurants that had recently been established. These restaurants became not only places to eat, but also places where teenagers spent time with their friends while listening to their favorite rock 'n' roll hits playing on a radio or jukebox.



Dr. Martin Luther King, Jr., leads civil rights protesters in Mississippi.

Culture

The 1950s was the start of a cultural revolution. For the first time, whites and blacks were listening to the same kind of music and watching the same TV shows. The two races were **integrating** their cultures. In the 1950s, there was a growing push for **civil rights**. Black communities, especially under the leadership of Dr. Martin Luther King, Jr., began to protest unfair rights. They fought peacefully against **discrimination** and **segregation** because many blacks could not receive the same opportunities as whites. Teenagers were protesting segregation by listening to black artists sing rock 'n' roll.

Teenagers were breaking down race barriers. Many teenagers did not care who sang rock 'n' roll music. They did not look at the artists' skin color. Black and white artists shared the stage. Rock 'n' roll music helped integrate blacks and whites because it helped break down the walls of segregation.



Rock music continues to appeal to teenagers of all races.



Teenage girls loved to watch Elvis Presley perform.

Conclusion

Rock 'n' roll music developed through the influences of several musical genres, the contributions of several musicians with various backgrounds, advances in technology, and both economic and cultural changes in society. Rock 'n' roll emerged with a new sound that combined the backbeat drumming style with the uniqueness of the electric guitar. American musicians pioneered this diverse genre that is heard around the world.

Glossary

acoustic	an instrument that does not use an electric device to produce or enhance its sound (p. 12)
authority	a person or group of people that directs what people can or cannot do (p. 6)
civil rights	the freedoms guaranteed by a government to its people (p. 19)
console	a cabinet that stands on the floor and holds a radio or television set (p. 9)
contributions	things or efforts given to a common goal or purpose (p. 4)
disc jockey	someone who selects, announces, and plays popular pre-recorded music, usually on the radio (p. 4)
discrimination	unfair treatment of a group of people based on a trait of that group (p. 19)
economy	the system of buying and selling goods in a society (p. 18)
genre	a kind or type of art (p. 4)
gig	a slang word used by musicians that means a scheduled performance (p. 17)
hangouts	a slang word for places where people, often teenagers, spend time (p. 10)

influence	the effect or power that something or someone has over an event or common purpose (p. 4)
institutions	large, organized groups within a community, such as schools or hospitals, that have the power to shape people's lives (p. 6)
integrating	joining two or more groups into one larger group (p. 19)
jukebox	a machine that takes money to play from a large selection of music (p. 8)
lyrics	the words to a song (p. 6)
phonograph	the device used for playing records (p. 7)
rockabilly	style of music that combines elements of rock 'n' roll with elements of country and western music (p. 15)
segregation	a policy of separating groups of people from one another, often an act of discrimination (p. 19)
trademark	a personal style unique to a person (p. 16)
transistor	a small electronic device that controls the flow of electricity in such things as radios; it replaced the vacuum tube (p. 9)

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Name _____

INSTRUCTIONS: In the top record, write what you already know about rock music history. In the middle record, write what you would like to learn. After you finish reading, fill in the third record with information you learned from reading the book.

The form consists of three vertically stacked oval shapes, each representing a vinyl record. Each record has a double-line border and a small rectangular label in the center. The top record's label contains the text "K: Knowledge I know". The middle record's label contains the text "W: Information I want to know". The bottom record's label contains the text "L: Knowledge I learned". Surrounding the records are several musical notes (treble and bass clefs, and eighth notes) and a guitar pick, all drawn in a simple line-art style.

K: Knowledge
I know

W: Information
I want to know

L: Knowledge
I learned

Name _____

INSTRUCTIONS: As you read, list causes in the left column and their effects in the right column.

Cause	Effect

EARLY MOMENTS IN ROCK MUSIC HISTORY • LEVEL X • 2

SKILL: CAUSE AND EFFECT

Name _____

INSTRUCTIONS: Use the list of prepositions below to think of your own prepositional phrases to include in sentences. Then write the sentences in your own words including the prepositional phrase and the group of words provided.

across, after, at, before, beside, between, but, by, down, during, except, for, from, in, inside, into, like, of, off, on, out, over, since, throughout, to, until, up, with, without



1. early rock music

2. rebellious teenagers

3. phonographs and jukeboxes

4. transistor radios

5. teenage hangouts

6. the TV show *American Bandstand*

7. electric guitars

8. the cultural revolution

Name _____

INSTRUCTIONS: Use a thesaurus to identify synonyms and antonyms for each word. Choose a synonym and antonym for each word from the box. Then use either the synonym or antonym in a sentence.

Synonym	Word	Antonym	Sentence
	best		
	challenge		
	change		
	first		
	influence		
	rebellious		

The Internet

A Reading A-Z Level X Leveled Reader

Word Count: 1,395

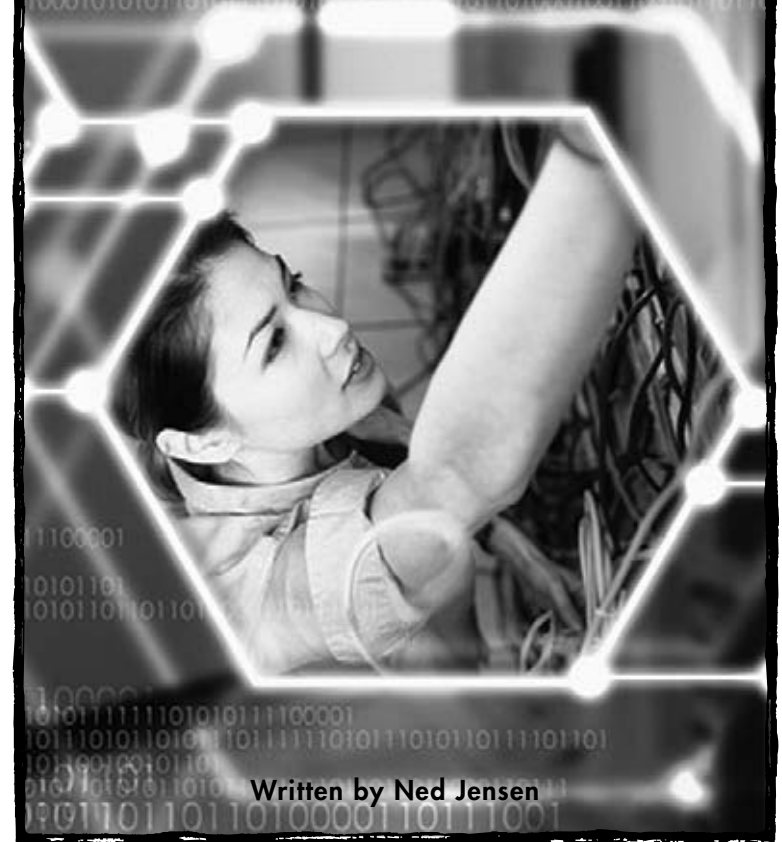


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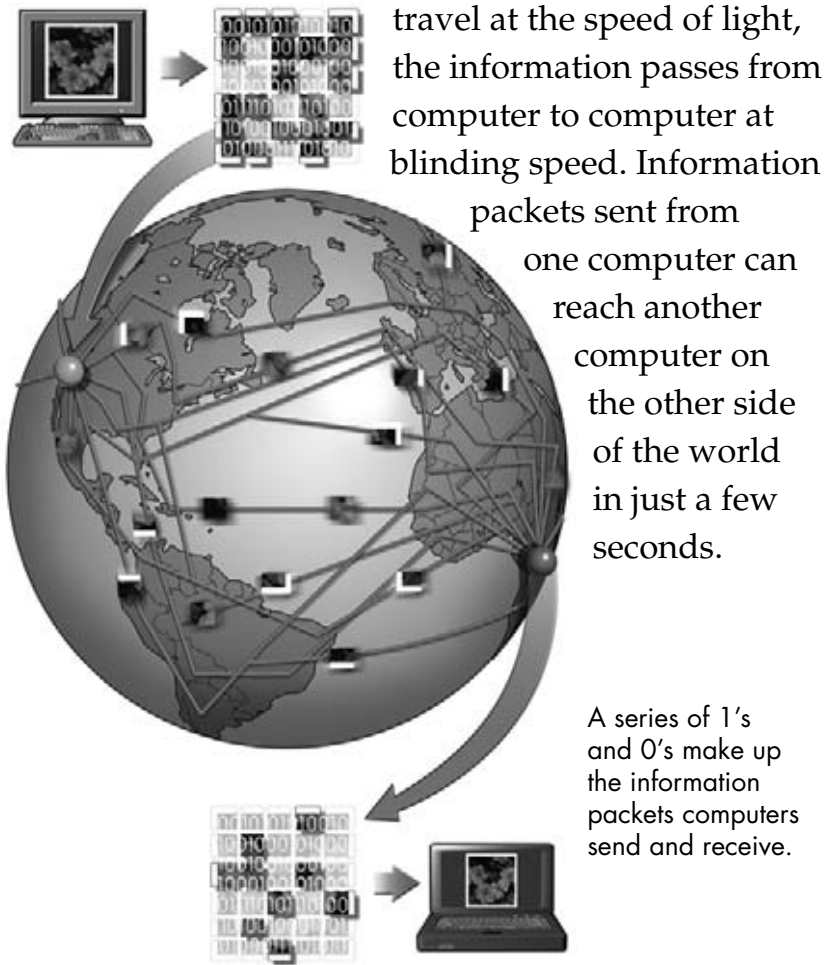


Introduction

Can you imagine life without the **Internet**? Well, it might be hard to believe, but just a few short years ago, the Internet did not exist. The Internet has changed our lives and continues to change our lives, perhaps more than any other invention since the computer. The Internet has changed the way we communicate, gather information, shop, pay bills, and learn.

What Is the Internet?

Simply said, the Internet is awesome. It is a system or network that connects millions of computers around the world. Any computer connected to the Internet can exchange packets of information with any other computer connected to the Internet. Since these connections allow



How Is Information Sent?

Information packets sent over the Internet includes words, pictures, sound, and video. All of this information flows through wire or **fiber-optic** cable. Wire cable is made from copper or other metals, while fiber-optic cable is made from bundles of very thin strands of glass or plastic. Internet information can also be sent wirelessly on radio waves. This is known as **WiFi**. A receiver within a WiFi network collects the information packets from radio waves. The receiver takes that collected information and sends it through the wire or fiber-optic cable that connects the receiver to the Internet.



Fiber-optic cables are made to quickly carry tons of information.

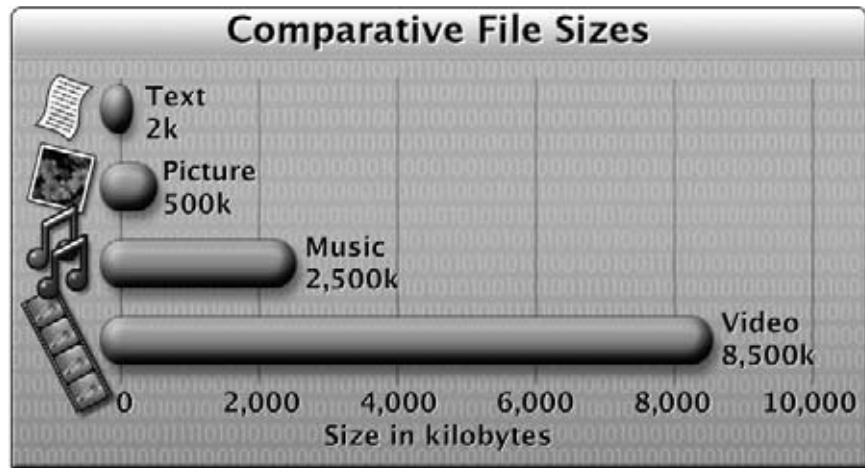
The amount of information moving over the Internet at any given time depends on what is called **bandwidth**. The bandwidth of a cable allows information to move like cars on a highway. The more lanes a highway has, the more cars that can travel on it. Greater bandwidth means that more information can travel through a cable. However, as with heavy traffic on a highway, when the amount of information traveling through a cable increases, the speed at which it travels decreases.



It takes two copper wires to carry one phone call. It takes 2 strands of fiber-optic cable to carry 24,000 phone calls.

Fiber-optic cable has greater bandwidth than wire cable and, therefore, can carry thousands of times more information than wire cables. As we become more dependent on the Internet for information, bandwidth becomes more important. Sound, pictures, and video all require more bandwidth than text. Therefore, information containing **multimedia** needs greater bandwidth to flow through the Internet quickly.





Math Minute

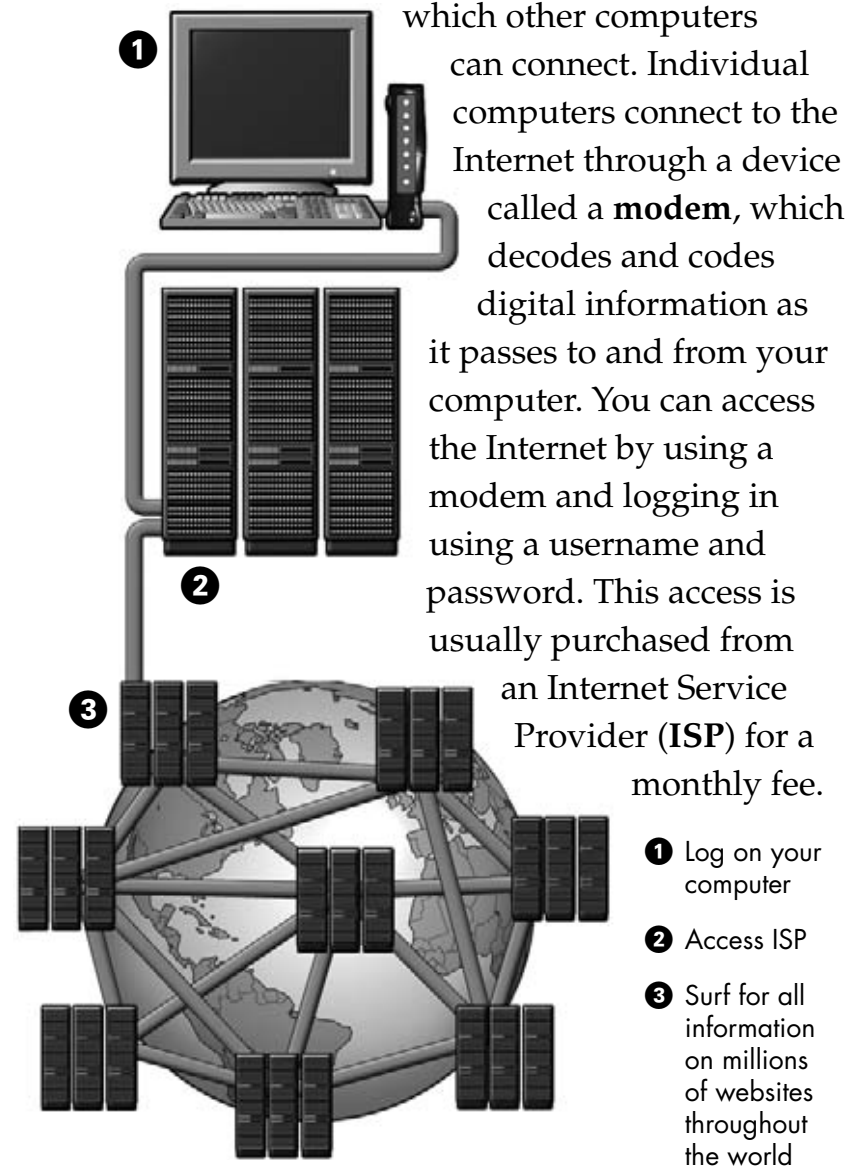
If a kilobyte is 1,024 bytes, how many bytes are in a 1-megabyte photograph?

Bandwidth is a measure of the number of units of information prepared and sent by computers that can pass through the Internet per second. The smallest unit of information is called a **bit**. When eight bits are combined they become a **byte**.

A single letter of text, such as the letter "A," is one byte. Compare a typical typed sheet of paper, which has 2,000 bytes, with a short novel, which has one million bytes! A megabyte, or 1,000 kilobytes, is the most common unit used for measuring computer information.

How Does the Internet Work?

The backbone of the Internet is a permanently connected network of powerful computers to

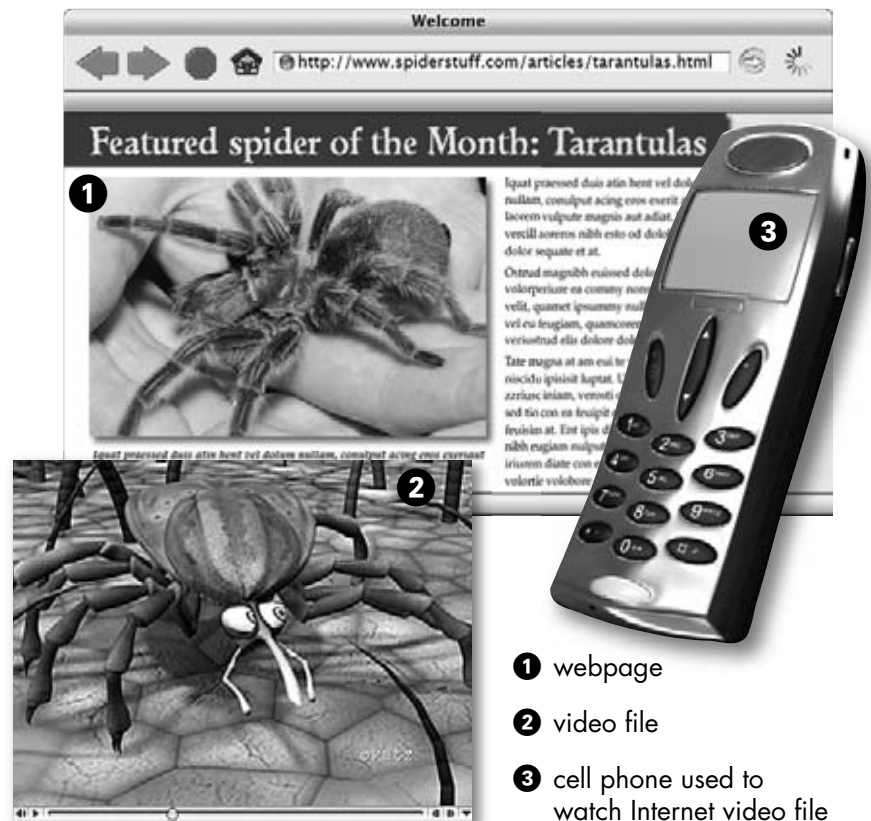




The Internet allows people to share information, including pictures.

Once you have access, you are free to surf the Internet. You can send information to, and receive information from, anyone else that is hooked up to the Internet. Let's say a friend tells you about a website where you can get information about tarantulas. You type in the website **URL** he gave you, including the file name, press "enter" (or "return") on your keyboard or click the go button of your **browser**, and within seconds an article on tarantulas appears on your screen. So, how did this happen, you might ask.

Here is a simple explanation of what happened. First, a browser, special Internet software for finding and looking at webpages, connected your computer to a **server** somewhere on the Internet. Next, the browser requested the website information. Then, the server retrieved the requested information and sent it back to your computer. Once the browser found the page you wanted, it made it possible for you to view the page on your computer.



- 1 webpage
- 2 video file
- 3 cell phone used to watch Internet video file



An information technology expert makes sure servers stay connected to the Internet.

Let's take a closer look. All the computers that make up the Internet can be put into two groups: servers and **clients**. Servers are computers that provide a service, which is to give access to information. There are different kinds of servers. For example, to send or receive email, you will connect to an email server. To request information from a website, you will connect to a website server.

The other computers on the Internet are computers like yours, called clients. Client computers don't provide a service, but they do send and receive information.

Every computer connected to the Internet, whether a server or a client, has an **IP address** (IP stands for Internet Protocol). Each IP address is a unique series of numbers. The numbers are arranged in four sets with each set separated by a dot. For example, 209.104.1.69 is the IP address for the computer that stores information for the website known as Raz-Kids, where students can read books their teacher has assigned. But since most people have a hard time remembering a series of numbers, computers are given **domain names**. The domain name for the Raz-Kids computer is raz-kids.com.





University students take advantage of free Internet access for communication and research.

How Did the Internet Begin?

Most people think it all began back in the 1960s. The United States Department of Defense wanted to establish a dependable network of communication in case of a disaster or war. The network that was created, called ARPAnet (Advanced Research Project Agency network), linked four computers to each other. By the 1980s, hundreds of computers were linked together. Soon, universities began building their own networks of computers so they could more easily share information. One of the largest networks for universities, called NSFnet (National Science Foundation network), came to be called the Internet.



Tim Berners-Lee

In the 1990s, a physicist named Tim Berners-Lee changed the Internet forever. Before Berners-Lee, a network would “talk” to its many computers, but could not share information with other networks. Each network spoke its own language and could not understand other networks, like people from different countries who spoke different languages. Berners-Lee solved this problem by writing a common language that let computers in various networks “talk” to each other.

How Is the Internet Used?

One of the most frequent uses of the Internet is communication. Email replaces traditional postal letters, or “snail mail,” because it travels so much faster. A single message can be instantly sent to as many recipients as you want. If someone wants to respond to your email, they only have to click the reply button and then type out a message to send immediately back to you. You can also add attachments, such as photos, to your email.



The fact that some monkeys eat fruit is information you could find on the Internet.

Answers to nearly any question can be found by searching the Internet. But with so much information available, how can you possibly find what you want?

The answer is to use a **search engine**—a tool that allows you to find the information you are looking for on the Internet. A search engine searches the contents of millions of webpages at the same time. All you have to do is go to a search engine website and type in one or more search terms, or keywords.

People also shop and pay bills on the Internet. You can view pictures of products you may want to buy. You can listen to music, purchase it, and then listen to the music on your computer. You can also purchase airline and entertainment tickets on the Internet. Some shopping websites let you bid on the products you want to purchase just like you would at an auction. Internet shopping has become so popular that in 2004, Americans spent an estimated 15 billion to 20 billion dollars through the Internet.

This girl listens through headphones to music on the Internet.



Students use websites on the Internet to practice reading and other skills.



Police officers use the Internet through computers in their cars to find out information about suspects.

Conclusion

The Internet has allowed computers all over the world to connect to one worldwide network for sharing information. It has changed the way we do business, communicate, and buy goods and services. The Internet will be even more influential as more people around the world connect to it from homes, schools, businesses, and through wireless connections. The future of the Internet is anyone's guess, but one thing is certain—how the Internet is used today will change tomorrow.

Explore More

On the Internet

- 1 In the address window of your browser, type *www.google.com*.
- 2 Type terms such as *Internet*, *Tim Berners-Lee*, or *ARPAnet* in the search window and click on "Google Search."
- 3 Read the colored links. Click on one that looks interesting. When you want to explore other links, click on the "back" button on your browser menu to return to the Google search page.
- 4 Try other searches, using words from something you are studying in school, words from your favorite activities, or even names of your favorite animals or book characters.



Glossary

bandwidth	the maximum amount of information that can move on an Internet cable (p. 7)
bit	the smallest amount of information that can be stored on a computer or sent over the Internet (p. 9)
browser	special Internet software for finding and looking at webpages (p. 11)
byte	a unit of information that can be stored on a computer and is equal to one letter of the alphabet or one number (p. 9)
clients	computers used by the general public to access all that the Internet provides (p. 13)
domain names	the easily remembered identifications of websites that include extensions such as .com or .edu (p. 14)
fiber-optic	a type of cable made from thin strands of glass or plastic that can be used to carry signals (p. 6)

Internet	a network of interconnected computers (p. 4)
IP address	the number of a server or client computer (p. 14)
ISP	stands for Internet Service Provider; companies that sell access to the Internet (p. 10)
modem	a device used to connect a computer to the Internet (p. 10)
multimedia	programs or files for pictures, video, and sound (p. 8)
search engine	a search tool used to locate information on the Internet (p. 18)
server	computer which provides access to information or services on the Internet (p. 12)
URL	stands for Uniform Resource Locator; the entire address used to access a website on the Internet (includes domain name) (p. 11)
WiFi	wireless network for sending information over the Internet (p. 6)

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Name _____

Instructions: Use the pictures below to remind you of the steps to access a web site. Write each step in the appropriate space.

2  Web Browser and URL	3  Map
1  ISP	4 

Name _____

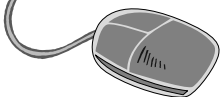
Instructions: As you read, identify the main idea and supporting details for one of the chapters in the book *The Internet*. Record the information on the lines provided below. Then use the information you've collected to write a short summary of the chapter.

Main Idea	Details

THE INTERNET • LEVEL X • 2

Summary

SKILL: MAIN IDEA AND DETAILS/SUMMARY



Name _____

Instructions: Read the sentences below. Then identify the *independent clause*, the *dependent clause*, and the *conjunction*, writing them on the lines provided.

1. As we become more dependent on the Internet for information, bandwidth becomes more important.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

2. Once the browser finds the page you want, it makes it possible for you to view the page on your computer.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

3. Universities began building their own networks of computers so that they could more easily share information.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

4. Email replaces traditional postal letters because it travels so much faster.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

5. The Internet will be even more influential as more people around the world connect to it.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

Dust Bowl Disaster

A Reading A-Z Level X Leveled Reader

Word Count: 1,937




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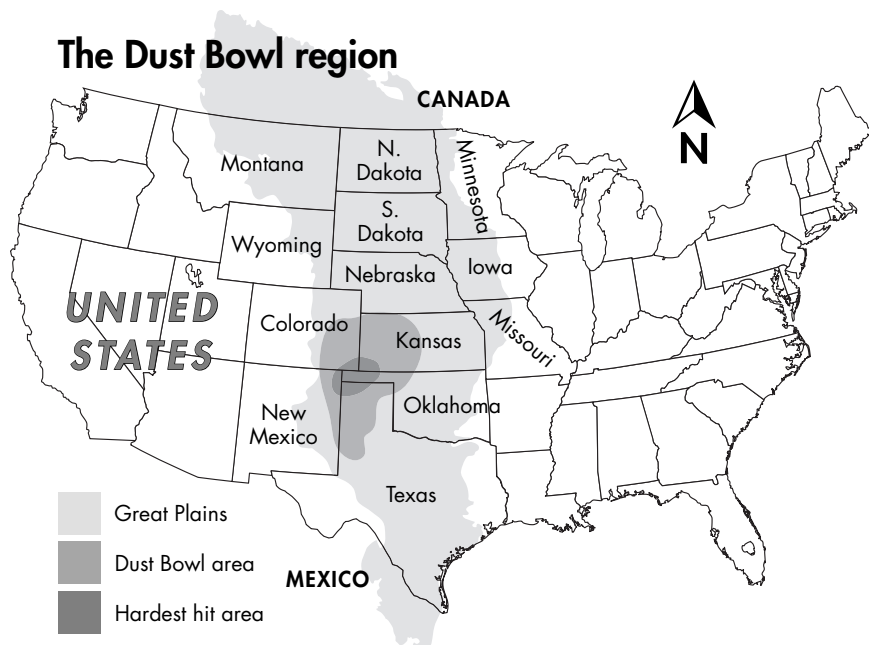
Introduction

Hurricanes. Floods. Forest fires. Earthquakes. Every year these natural disasters strike somewhere on Earth. But during the late 1920s and 1930s, two **disasters** of another kind swept the United States, inflicting pain and suffering on its people. These disasters were particularly troublesome because they lasted for years rather than hours or days, creating hardships for thousands upon thousands of people.

The first blow was not a natural disaster but an **economic** one. This disaster became known as the **Great Depression**. It began with the crash of the stock market in 1929.

The stock market began falling and by the time it stopped falling, stocks were worth about 20 percent of their previous value. People lost their life savings, their jobs, and many of their possessions. Banks and factories closed.





The Great Depression was not limited to the United States. It spread to other countries throughout the world and became the worst economic slump in history.

To make matters worse, the second blow to strike during the 1930s dried up the soil just like money dried up during the stock market crash. It affected the southern region of the **Great Plains** of the United States, covering large parts of Texas, Kansas, Colorado, and Oklahoma, but also stretching throughout the Great Plains and into the prairies of Canada. The disaster was labeled the **Dust Bowl**, and the period of history became known as the Dirty Thirties.



Wheat fields cover the plains as far as the eye can see.

From Prosperity to Poverty

Farmers in the Great Plains had been prospering for decades before the Dust Bowl struck. World War I (1914–1918) prevented European farmers from growing wheat, so farmers in North America sold their wheat to buyers who shipped it overseas. The demand for wheat drove prices upward. Farmers plowed up more and more of the **grasslands** to feed the needs of European countries. The farmers of the Great Plains continued to prosper while many others suffered under the Great Depression. But the **prosperity** would soon end.

Plowing up the grasslands to grow more wheat caused two problems that the farmers did not expect. First, it made so much wheat available that wheat prices began to drop. Storage bins became filled to capacity, and farmers began to dump their harvested wheat onto the ground and onto roads.



Math Minute

From July 1930 to July 1931, wheat prices dropped from 68¢ a bushel to 25¢ a bushel.

In 1930, farmer Beck planted 100 acres of wheat and harvested 12 bushels per acre. In 1931, he planted another 100 acres and harvested 12 bushels per acre. How much more did he make in 1930 than he did in 1931?



A choking dust storm whips across the plains.

Second, when the Great Plains entered a period of prolonged **drought**, plowing up the grasslands caused the fields to dry up. With too little moisture to support crops, the fields were left bare. From one hot summer to another, the sun baked the soil. When winds increased, the exposed dry dirt was whipped up into dark clouds of choking dust that swept across the land. The thick, billowing walls of dirt hid the sun and forced people to light lamps in the midday darkness.

Living in a Dust Bowl

For years, the Dust Bowl gripped the Great Plains. Every time the wind whipped up the dirt and carried it skyward, another **dust storm** moved across the Great Plains. These storms took on names like dusters and black blizzards.

People living in the plains did everything they could to keep the dust from entering their homes and their lungs. Windows and doors were stuffed with newspapers and rags. Men, women, and children tied rags over their faces. Children even went to bed with damp cloths over their mouths and noses to keep the dust out.

Do You Know?

A mysterious disease known as **dust pneumonia** infected thousands of people living in the path of the dust storms. The disease killed men, women, and children, especially the very young and the very old.

Two girls cover their mouths with cloths as they pump water in Springfield, Colorado.



Still, the dust found its way into homes and into the bodies of every living creature. It clogged up motors in cars and trucks. Livestock wandered blindly in the clouds of dust. Many animals fell dead when their lungs became caked with dust.

Outside, dust piled up like snowdrifts during a blizzard. The only difference was that the dust drifts did not melt. They just got higher and higher, burying tools, farm equipment, and small buildings. Roads had to be plowed, and trains were literally stopped on tracks covered by heaps of dirt.

Conditions got so bad that winds carried the dust eastward to fall across cities such as Chicago, Atlanta, and New York. Dust even blew over the Atlantic Ocean and fell upon decks of ships at sea.

A tractor sits unused after being buried by the dust.



Word Wise

During the winter, winds often whipped up a mixture of snow and dust. These storms became known as *snusters*.

Visualize

Take a moment and think of what it must have been like on April 14, 1935. Draw a picture of the scene as you visualize it.



The Black Sunday storm approaches a town in the Texas panhandle.

Perhaps the worst day of all during the Dust Bowl occurred on Black Sunday—April 14, 1935. The day began with the sun rising in a clear blue eastern sky and a gentle breeze whispering from the west. Without warning, a gigantic wall of dirt and dust appeared on the horizon and rushed across the rolling plains at 60 miles per hour. It rushed eastward so fast that the storm swallowed up birds and rabbits trying to out-fly and outrun it. Animals dropped to the ground dying of exhaustion and suffocation. People ran for any shelter they could reach—sheds, barns, homes, and cars.



The Black Sunday storm nearly overwhelms a couple of people.

Living to Tell Their Story

Some people who lived through the Dust Bowl recorded accounts of their experiences.

Melt White, of Dalhart, Texas, was just a child when Black Sunday occurred. He described his memories of that day in interviews for a PBS film titled *Surviving the Dust Bowl*.

“It kept gittin’ worse and worse, and wind blowin’ harder and harder. And it kept gittin’ darker and darker. And the old house is just a-vibratin’ like it was gonna blow away. And I started tryin’ to see my hand. And I kept bringin’ my hand up closer and closer and closer and closer, and I finally touched the end of my nose, and I still couldn’t see my hand. That’s how black it was.”

One Kansas farmer, Lawrence Svobida, kept an extensive written record of his experience and later wrote a book titled *Farming the Dust Bowl: A first-hand account from Kansas*. Here are some of the things Svobida had to say about living on the Great Plains:

Before

"Any man must see the beauty in mile upon mile of level land where the wheat, waist high, sways to the slightest breeze and is turning a golden yellow under the flaming July sun. To me it is breathtaking, the most beautiful scene in the world."



During the Dust Bowl, farmers hoped to see blowing wheat instead of blowing dust.

During

With the Great Plains gripped in a drought, Svobida's written words were much different. "With the gales came the dust . . . Visibility ranged from nothing to fifty feet, the former when the eyes were filled with dirt which could not be avoided, even with goggles."

Svobida continued his remarks in the film *Surviving the Dust Bowl*. "The winds unleashed their fury with a force beyond my wildest imagination. It blew continuously for a hundred hours, and it seemed as if the whole surface of the earth would be blown away. As far as my eyes could see, my fields were completely bare."



In his book, Svobida wrote about how the experience changed his feelings on farming, which had once provided him with joy. "When I knew that my crop was **irrevocably** gone I experienced a deathly feeling which, I hope, can affect a man only once in a lifetime. My dreams and ambitions had been **flouted** by nature, and my shattered ideals seemed gone forever. The very desire to make a success of my life was gone; the spirit and urge to strive were dead within me."



Farmers wait for rain that won't come for years.

After

Svobida, like many others, still clung to the hope that rain would end the drought. He wrote: "Everyday I scanned the sky, looking for signs of the rain that would save my wheat from ruin. One after another, neighbors saw their crops reach a condition beyond hope of salvage . . . Then, at last, the rain came, with a **precipitation** of five inches during the ensuing two days and nights, which effectively put an end to the blowing of the land for that season."

Eventually, inhaling blowing dust for years seriously affected Lawrence Svobida's health. He had to admit defeat and leave the Great Plains.



Not much was left for cattle to eat in Oklahoma in 1936.

Leaving the Dust Bowl

People living in the Great Plains were hearty souls who settled the area when there were no houses, water wells, roads, or fields. They were accustomed to difficult times. Many persevered one way or another through the Dirty Thirties. When they couldn't grow wheat, they turned to raising thistles and a plant called soapweed, which could be chopped up and fed to livestock.



Soapweed

Many farmers turned to raising dairy cattle at the beginning of the Dust Bowl years. Part of the milk was skimmed off and fed to pigs and chickens. But as the drought worsened, farmers could no longer raise enough feed for their cattle and other livestock.

With no source of **income**, farmers grew tired and hungry. Many could not keep up payments on their farms. They eventually left the Great Plains to seek a better life elsewhere. Thousands

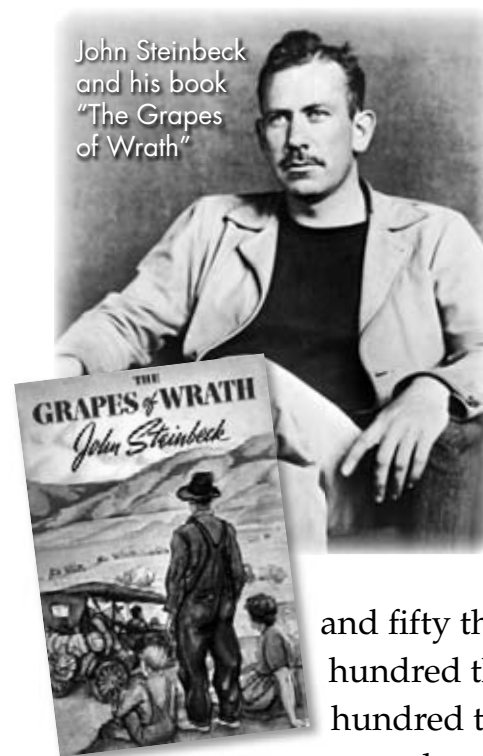
Do You Know?

By the end of the 1930s, 2.5 million people had left the Plains states. Two hundred thousand of them ended up in California.

were drawn westward to California to seek work in the state's rich farmlands. But there were fewer jobs there than there were people.



More Oklahomans reach Calif. via the cotton fields of Ariz.



The following passage from author John Steinbeck's famous 1939 novel, *The Grapes of Wrath*, describes the westward **migration**.

"Car-loads, caravans, homeless and hungry; twenty thousand

and fifty thousand and a hundred thousand and two hundred thousand. They streamed over the mountains, hungry and restless—restless as ants, scurrying to find work to do—to push, to pull, to pick, to cut—anything, any burden to bear, for food."

Think About It

Imagine coming to the Great Plains in the early 1900s and starting a farm. You have built a home, dug a well for water, plowed up grassland to grow wheat, and raised a family. A drought comes and makes it difficult to grow crops. What do you do? Do you stick it out? How do you survive? Or do you pull up stakes and move to another place?

Roosevelt's inauguration



The Government Steps In

It was clear that people living in the Great Plains needed help. They were losing their land, their farms, and their hope. Millions more had lost their jobs because of the Great Depression and had no hope of finding new jobs. All were hungry and poor. Many were dying.

In 1932, the citizens of the United States had elected Franklin Roosevelt as their next president. He quickly offered a program for **recovery** known as the *New Deal*, which included government agencies and programs to help farmers and **unemployed** workers.

Roosevelt appointed Hugh Bennett, a man well-known for his work in soil **conservation**, as director of a new agency called the Soil **Erosion** Service. Bennett worked to change farming methods that would help stop blowing dirt in its tracks. He worked to convince Congress to pass the *Soil Conservation Act of 1935*.

Roosevelt also provided other programs to help the weary farmer. Some of these programs were:

1933 – **The Emergency Farm Act**

The act set aside \$200 million to help farmers who could not make payments on their farms to refinance their bank loans.

1935 – **Drought Relief Service**

The government bought cattle from farmers to prevent farmers from becoming bankrupt. The government paid them more than they could have received from selling on the regular market.

1935 – **Soil Conservation Service**

This service developed programs to stop soil erosion and paid farmers to use soil-conserving methods to farm.

1937 – **Shelterbelt Project**

This project paid farmers to plant trees all across the Great Plains. Trees planted along fencerows would stop wind from carrying away soil.



The plan of the Shelterbelt project was to plant four million trees, stretching from the Canadian border down into Texas. This first tree was planted in Mangum, Oklahoma, on March 21, 1935.

In addition to these programs, the *New Deal* offered many programs aimed at creating jobs for all those who were out of work. The largest of these programs was known as the Works Progress Administration. The WPA employed millions after it was created in 1935.



A Song of the Dust Bowl

Stories and songs were written about the Dust Bowl. Perhaps the most famous songs coming out of the Dust Bowl years were written by popular folk singer and writer, Woody Guthrie. Of his many songs, *So Long* *It's Been Good to Know Yuh (Dusty Old Dust)* and *Dust Bowl Blues* were two of his best known. Above, Guthrie plays to a New York City crowd in the 1940s.



Pawnee National Grasslands, Colorado, is just one of several areas protected by the government to help prevent another Dust Bowl.

Conclusion

As the Dirty Thirties drew to a close, rain clouds began to replace dust clouds. The drought was finally over for much of the Great Plains and the Canadian Prairie in the early 1940s. Farmers went back to planting wheat. Familiar golden fields waved across the plains once again; however, farming methods had changed and thousands of acres of grasslands had been set aside by governments to try to prevent another Dust Bowl.

By 1939, World War II had started in Europe, and by 1941, North America was in the war. With the coming of the war, much of the world pulled out of the Great Depression. The two clouds of the Dirty Thirties had lifted.

Glossary

conservation	efforts to preserve, protect, and restore natural resources (p. 19)
disasters	very bad events that hurt people or damage property (p. 4)
drought	a long dry spell without rainfall that causes a water shortage (p. 8)
dust pneumonia	a disease of the lungs caused by breathing lots of dust (p. 9)
Dust Bowl	a disaster that struck the USA in the 1930s (p. 5)
dust storm	a whirlwind that causes dust to fill the air (p. 9)
economic	related to buying and selling of goods and services (p. 4)
erosion	the gradual wear on land surfaces by water, wind, or ice (p. 19)
flouted	treated as meaningless (p. 14)
grasslands	open areas of land that have grass for grazing animals (p. 6)
Great Depression	the severe downturn of the U.S. and world economy from 1929 to 1939 (p. 4)
Great Plains	a flat, treeless region of the southern United States (p. 5)
income	money that is received from work or another source (p. 17)
irrevocably	cannot be taken back (p. 14)

migration	a movement from one location to another (p. 18)
precipitation	moisture, such as rain, that falls from clouds (p. 15)
prosperity	the state of doing very well economically (p. 6)
recovery	the return of something to a normal state after a setback or loss (p. 19)
unemployed	lacking a paid job, but able and available to work (p. 19)

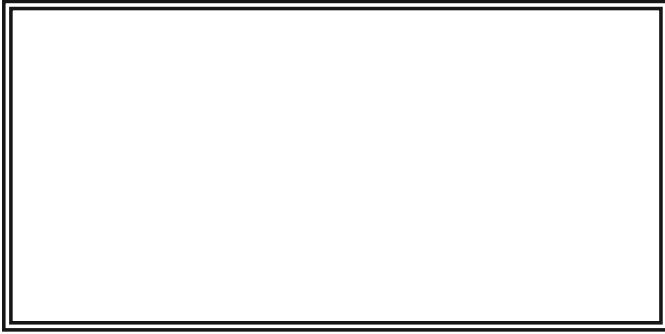
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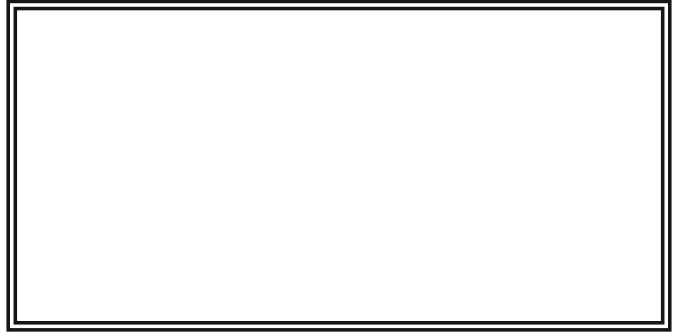
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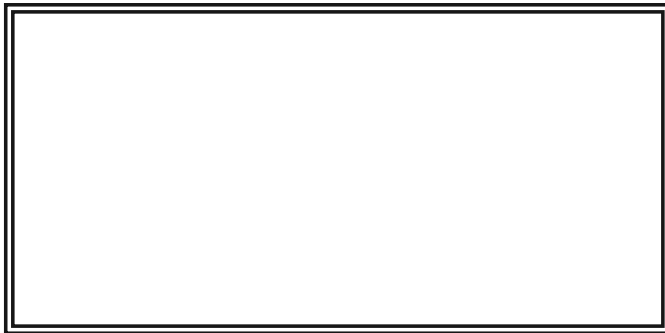
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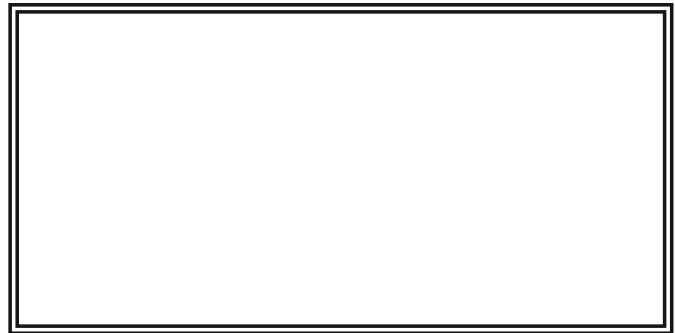
Instructions: Draw pictures to represent parts in the story where you stopped to visualize in order to understand what you'd just read. Write a description below each picture to explain your drawing.

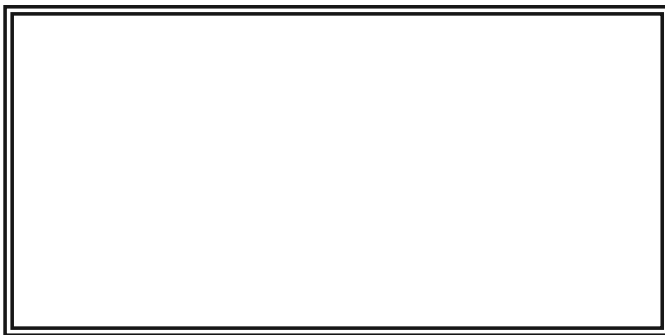


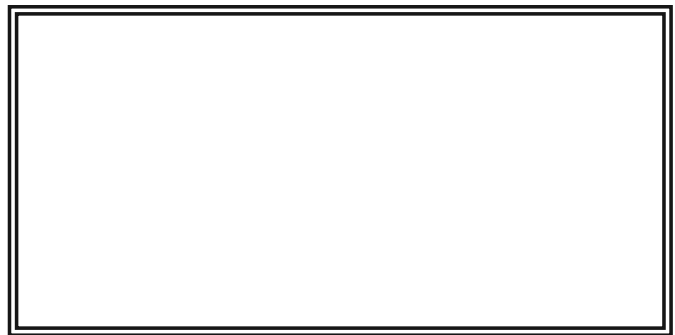


DUST BOWL DISASTER • LEVEL X • 1









SKILL: VISUALIZE

Name _____

Instructions: As you read, list causes in the left-hand column and their effects in the right-hand column.

Cause	Effect

DUST BOWL DISASTER • LEVEL X • 2

SKILL: CAUSE AND EFFECT

Name _____

Instructions: Use the list of prepositions below to create your own prepositional phrases using the prompts provided. Write each sentence containing a prepositional phrase on the lines.

about	above	across	after	along	among	around	at
behind	below	beneath	beside	between	by	during	in
of	on	out	through	under	upon	with	without

1. The Great Depression _____

2. Farmers in the Great Plains _____

3. A prolonged drought _____

4. The wind _____

5. Farmers migrated _____

6. Franklin Roosevelt _____



Name _____

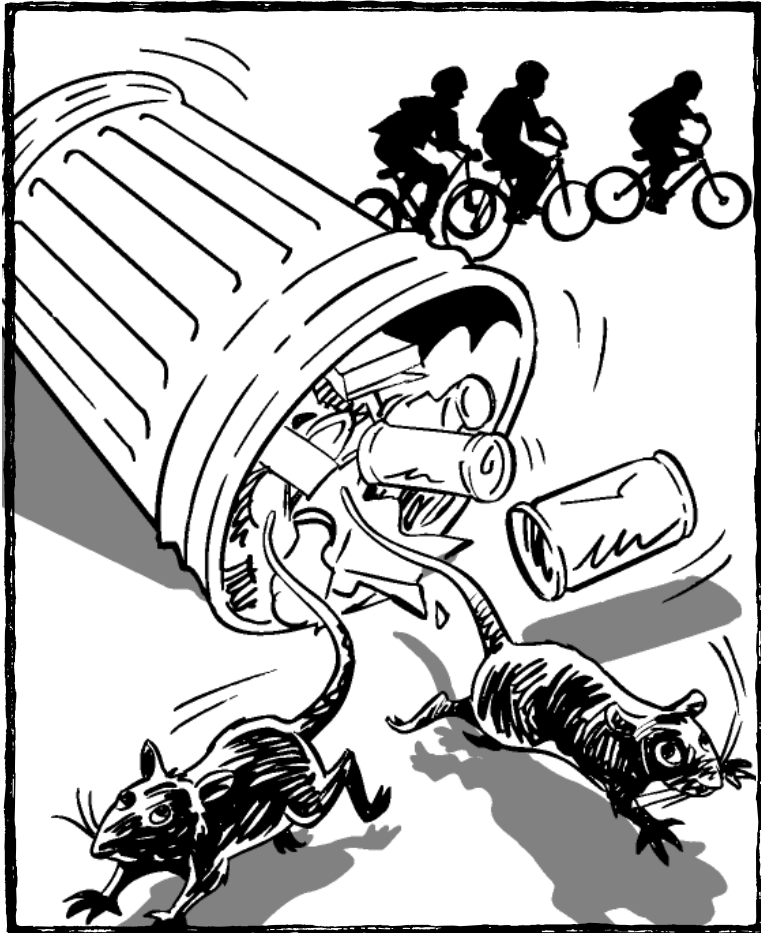
Instructions: Write a sentence containing a simile for each topic in the box. Write each simile in a space under the heading *Simile*. Then draw a picture next to the sentence of what you visualize after reading your simile under the heading *Visualize*.

Simile	Visualize
farmers	
Great Depression	
drought	
Dust Bowl	

Saved by the Stars

A Reading A-Z Level X Leveled Reader

Word Count: 2,229



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A Great Gallardo Book Written by Lori Polydoros
Illustrated by David Cockcroft

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Saved by the Stars

Note: The Great Gallardo's Books is a continuing series written by Lori Polydoros. Travel with Miguel Ventura as he experiences a classic adventure inspired by Anna Sewell's *Black Beauty: The Autobiography of a Horse*.



A Great Gallardo Book
Written by Lori Polydoros
Illustrated by David Cockcroft

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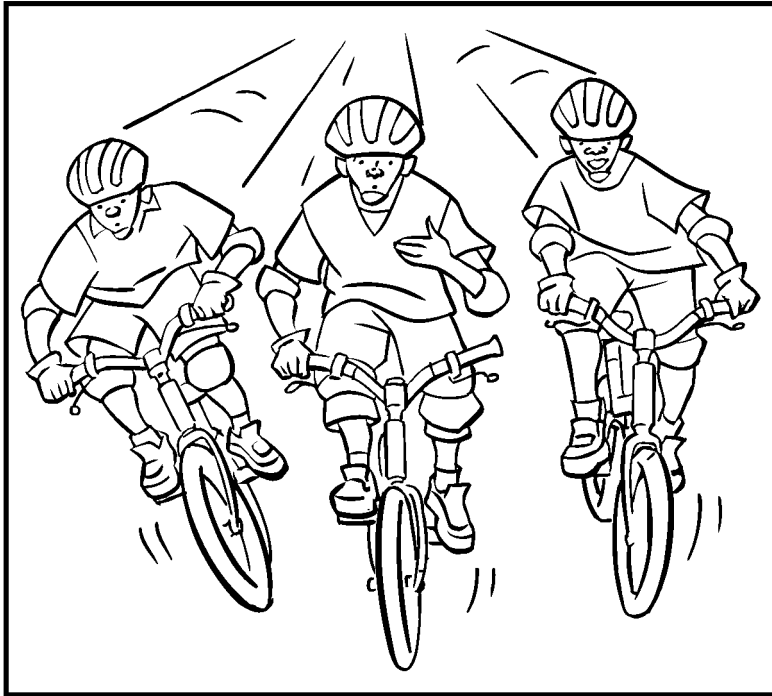


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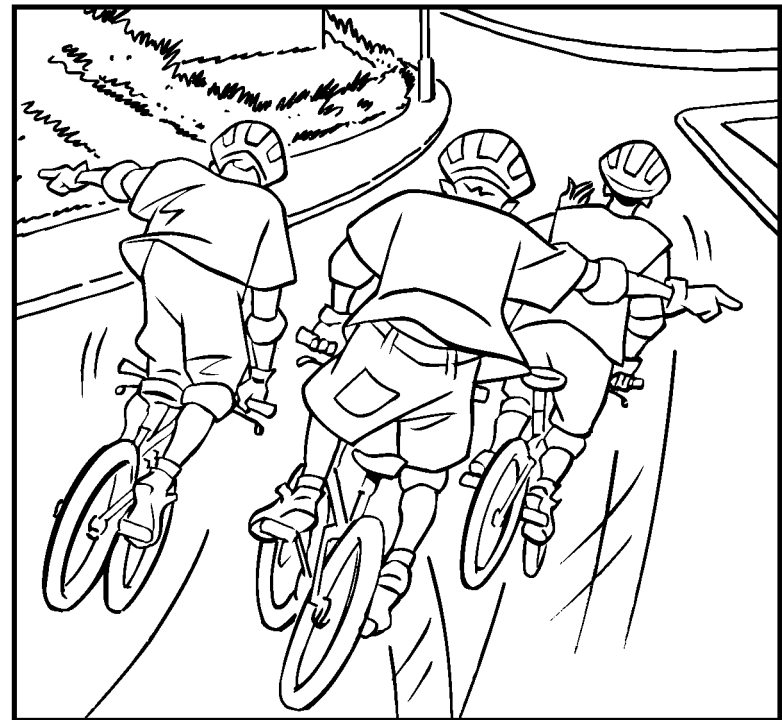
Lost

“Go left!” Trevon shouted.

“No, go right!” Leo yelled.

Miguel Ventura pedaled hard, glancing down at a map drawn on the palm of his hand. He’d been sweating, and as the sun set, Miguel could barely make out the lines and street names. “We’d better pull over.”

The three boys hopped their bikes up a curb and skidded into a driveway.



"I think this line is San Martin Avenue." Miguel pointed to a **crease** on his palm.

"No, dude, that's your **lifeline**," said Leo. "And it's looking pretty short unless you find the baseball field."

"The Black Cobras finally challenged us to a game," said Trevon as he smacked his ball into his glove, "and thanks to you, they'll think we chickened out."

"I thought it . . . I mean, it should be right here."

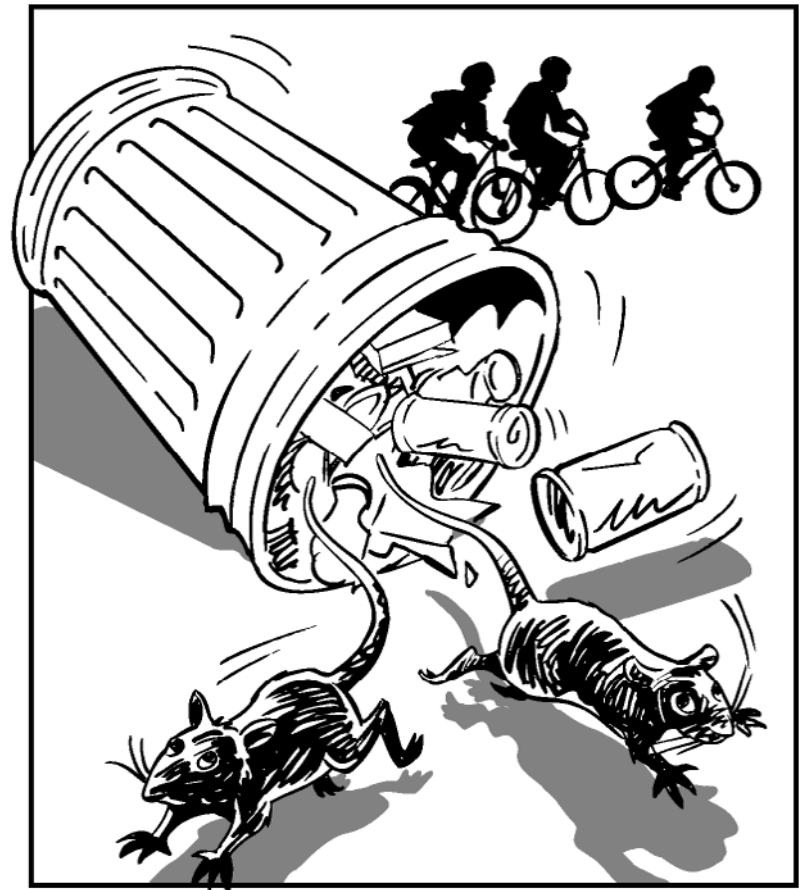
"You got us lost," Leo said.

Miguel swallowed and glanced down at his sweaty hand. The moisture had erased almost all the ink-drawn lines. The sky grew dim and Miguel glanced up, scanning for stars. Sailors from long ago used them to **navigate**. But the heavens, a mucky gray, had not darkened enough to show even the first star. Oh, how he longed to make a wish.



"Let's go." Miguel pumped his pedals down another street, but what he thought was a shortcut quickly led to a **dead end**. The boys swerved down a side alley. Something *creaked* behind them. Miguel's heart raced. Trevon and Leo breathed hard as they sped away.

Bang! Crash! Trashcans fell. Rats skittered down the gutter.



The boys slid out to a stop under a darkened streetlamp, crashing into one another like dominoes.

"Where's the field?" Trevon yelled, unwrapping himself from Leo, who looked just as angry as Trevon.

Miguel stood up, sweat poured from under his bike helmet. "It should be right here."

"You need a GPS, man," Leo said.

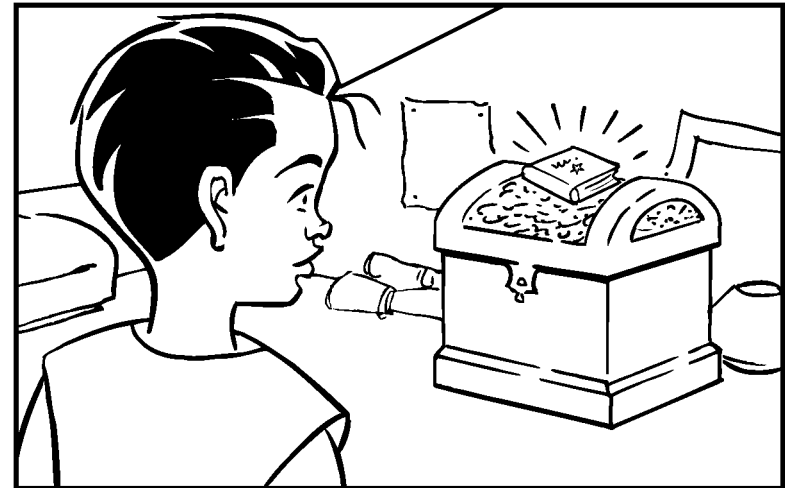
The sun had completely vanished along with Miguel's hope of finding the field. The pressure jumbled Miguel's brain. Street names. Intersections. Buildings. They all ran together like one big mass of information. The map was useless. The game was totally lost. And so were they.

"C'mon, Leo," Trevon said. "We're out of here."



Horsing Around

"Great **sense of direction**," Leo said the next day at school. Both he and Trevon blamed Miguel for not finding the field. To make things worse, one of the boys from the Black Cobras left a rubber chicken in Trevon's backpack. Miguel felt horrible for letting his friends down, but he didn't know what to do to make it up to them.



After school, Miguel found himself all alone, so he sulked up to the loft in the back of his family's sandwich shop. It was here that he had found his great-grandpa Gallardo's magic books. These books made the best medicine. By some magic, he could escape into one of the stories, which always helped him forget his problems.

A new book, *Black Beauty*, lay atop the chest. Miguel studied the small golden star inlaid on the book's cover. He'd read the story about the life and treatment of this amazing horse to his sister Teresa last year. Teresa loved horses. On page 107, Miguel began to read, "Wake up, Beauty! You will have to run as fast as you can!" This must have been the part where Black Beauty had to race all night to the doctor. *The horse didn't get lost*, Miguel thought to himself.

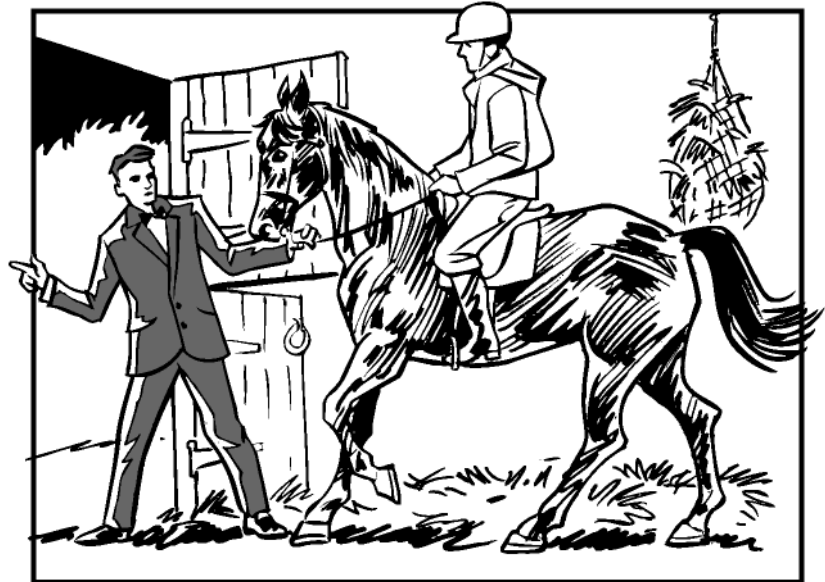
The words danced around on the page.
*"happening had Before my the I was saddle knew back.
what he the on..."*



Pressure spread across my ribs. Then all went dark. I awoke to the smell of hay in a stable and found myself standing in a stall . . . on four legs! My long black tail swished behind me. Metal horseshoes were tacked to each one of my hooves—I have hooves! A metal bar ran across my teeth. Every time I bit down, it felt cold and hard, and almost made me gag. Before I could think about being a horse, two men came up from behind me.

A younger man in riding gear hopped on my back.

"Ride as fast as you can, John," said a guy wearing a black tuxedo. "Our mistress's life depends upon it."



He gave John a note. "Give this to Dr. White and be sure to rest the horse. Return as soon as you can!"

With that, John dug his heels into my sides and off I ran, down the path and into the hills. "Do your best. We must save our mistress's life!"

As Black Beauty, it was up to me to save the life of my owner's wife! A rush of **adrenaline** surged through me. But as I ran ahead, my legs almost froze. What if I couldn't make it like Black Beauty had in the original story? It would be my fault if the mistress died. The weight of that idea was heavier than the rider on my back, but I **galloped** as hard as I could, knowing the owner had never let Beauty down.

The sun faded as we followed trails that wound through thick pine forest. But I barely noticed my surroundings as John skillfully steered me with the reins.

My eyelids drooped. My legs ached. We had been riding all night, and I wasn't sure I could go any farther. Luckily for me, it wasn't long before we reached Dr. White's house. John pounded at the door, but the doctor did not come out. I whinnied as loud as I could, but there was no Dr. White to be found.

Finally, after much hollering and banging, a man in his nightshirt threw open the window. John explained our situation.

"My horse is sick," said the doctor, adjusting his glasses. "I must ride back on yours."

My heart dropped. I looked at John. He grimaced, knowing full well how **exhausted** I was.

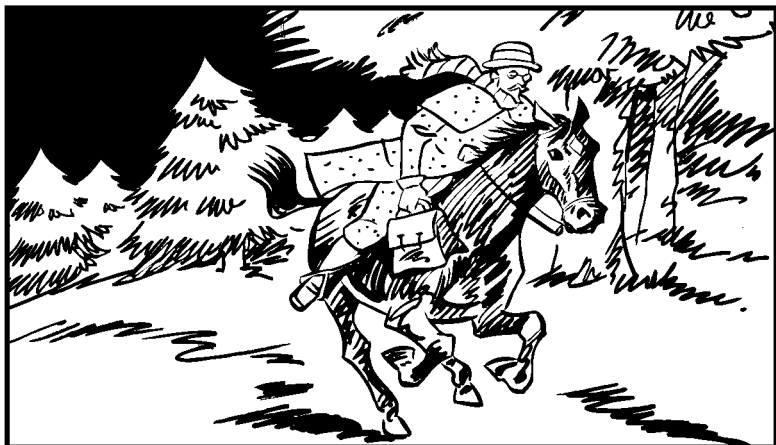
"My horse needs rest," John said, placing a hand on my shoulder. "I don't know whether Black Beauty will make it."

"It's the only way to save the mistress," the doctor said as he picked up his black case.

John was like Beauty's owner in that he would never have allowed the doctor to ride me back without rest if not for such dire circumstances.

After a long drink, my muscles tightened as the old man climbed upon me. He didn't feel as sure of himself on my back as John had. I whinnied and neighed—swished my head and tail. Then I stomped my feet.

"Settle down, Beauty," John said, "this is life or death. Your mistress needs you now more than ever."



A Slippery Setback

"Hee-yah!" The doctor snapped the reins together as I **traversed** a field. He tapped my sides with his heels, and I ran forward through the trails and into a meadow. I passed into the pine forest and the doctor dug his heels into my sides further. As I galloped, a pain shot up my rear leg, as if the tendons were about to snap like rubber bands. My heart thumped, and I breathed out hard through my nostrils. The chill transformed my breath into steam, and I shuddered.

"This way!" the doctor shouted, pulling me to the right.

I ran ahead, every step sending a burst of pain throughout my body. Even this slight man equaled the weight of fifty sandbags.

We passed what felt like a thousand trees. A weird, white froth foamed from my mouth. I felt the doctor's hands loosen on my **reins**. He must have been getting tired, too. Once out of the forest, we approached a ridge. A fierce wind howled against my face as if I were moving forward against a wall. As we neared a steeply sloping, rocky trail, the doctor stopped me. "Steady," he whispered as he gently nudged me into the descent.

I tried to place my hooves down solidly, but each step was a chore. My legs tingled with numbness. Left. Right. Left . . . My right hind leg slipped on a piece of **shale**, and down I went.





My fall stretched out for what felt like minutes. Gravity tore the doctor to the ground. My body seemed to drop, inch by inch, until my side slammed against rocks at the hill's bottom.

I lay there, my neck and shoulders wet with sweat, wrenching in pain. Somewhere behind me I heard the doctor moan. All I could think about was the mistress and how she would not make it. And it would be my fault. Soon cold blackness overtook my body, but the white-hot pain remained.

Sightless

Crickets chirped in my ears, and strangely enough I heard each of them sing in a different key, like a chorus. My eyelids fluttered, welcoming in the darkness of night. For the first time I realized that as a horse my **night vision** had improved.

I turned my head at movement in the trees; but the pain stopped me. Every square inch of my body hurt. Gently pushing from my side, I sat upright and stretched my neck. I flexed my legs. The muscles were stiff like drying cement, but they moved and were not broken.

"Beauty?" a hoarse voice muttered from behind me.

The doctor! He was alive! His voice shook my jumbled thoughts back to reality.

I scrambled to my feet, wobbly at first, but stable. After I gained my **balance**, I searched the trees for the doctor. He lay spread across a bed of pine needles, his hands still clutching the black bag. I nudged him with my muzzle. He didn't move. I licked him on the face and he stirred.

"Ah, you are a beauty." The doctor arose slowly and came to a stance. He squinted, then dropped to the ground, feeling around for something. "I lost my glasses in the fall; I can't see a thing!"

His glasses! I swiveled my head around and tried to paw the ground, but it was useless without fingers.

"I got 'em!" the doctor shouted. But before he could slip his glasses on, his face dropped. And I knew exactly why. The lenses had fallen out in the crash.

He glanced around, then walked over and stroked my neck. "It's up to you now, Beauty. Get us home. Take us to the mistress." Doctor White placed his feet in the stirrups and climbed onto my back.



Look to the Sky

Fear spread across me like an icy blanket. Lost. We were lost. And now I would let the doctor and my mistress down just like I had Trevon and Leo. A long neigh reverberated from my throat and ended as I blew a big burst of air out my nostrils. I had the urge to rear up and run away.

"Whoa, Beauty," the doctor said. "You can do this."

His words calmed me, seeping down into my body like medicine.

I took one step forward. Then another. The doctor squeezed my sides just enough to get me into a full gallop. The pine needles brushed against my face. *Think*. I told myself. *Stay calm, and think!* But a fork in the road brought me to an abrupt halt.

Which way, doctor? I tried to shout, but all that came out were grunts. I swung my head back and forth, but both paths looked the same. I had no idea where to go; I couldn't remember the way John and I came. I pawed the ground with my hooves.

"Use your senses, Beauty," Dr. White said. "You know the way home."



I felt totally senseless. My body went limp. I hung my head, and that's when I remembered the golden star that I'd found with the book.

Then I caught sight of a glittering reflection in a nearby stream. The water rippled and twinkled, ever so slightly, as it reflected the stars above.



Ideas in my brain ignited like sparks in dry brush. The stream ended in a lake at the manor. Of course! I needed to follow the water.

"We're going home!" I yelled, which came out in long, happy neighs. I shook my head and leapt around in circles.

"Whoa, Beauty!" the doctor yelled, laughing and clinging to the reins.



I stood in front of the fork in the road and I turned to the right. With the sparkling water shining proudly next to me, off I ran. Through the darkness. Into the hills. To the manor. To my mistress.

"Hee-yah!" the doctor yelled.

And with that, I found myself back in the loft.

My heart still racing, I stood up and leapt in circles again. "Neeeeeiighhh!" I yelled, climbing down the stairs and into the shop.

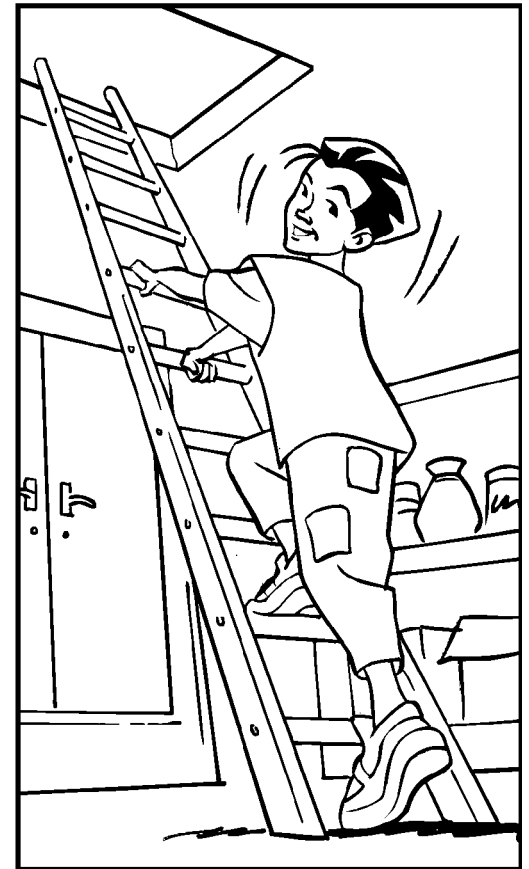
There, I found Trevon and Leo staring at me.

"What are you so happy about?" Leo asked.

"Oh, nothing," Miguel said. "Why are you guys here?"

"The Black Cobras gave us another chance," Trevon said.

"Six-thirty tonight," Leo said. "And we got the map, see?" He fumbled through his backpack and pulled out a yellow sheet of paper.



"That's not a map, that's your math homework," Miguel said, laughing.

"What?" They searched the pack.

"I must have turned in the map instead of my homework!" Leo stomped his foot.

Miguel laughed again.

"What are you laughing at?" Trevon asked.

"Nothing."

"We're going to miss the game, again!" Leo said.

"No, don't worry, guys." Miguel grabbed his glove and walked toward the door. "You've got me!"

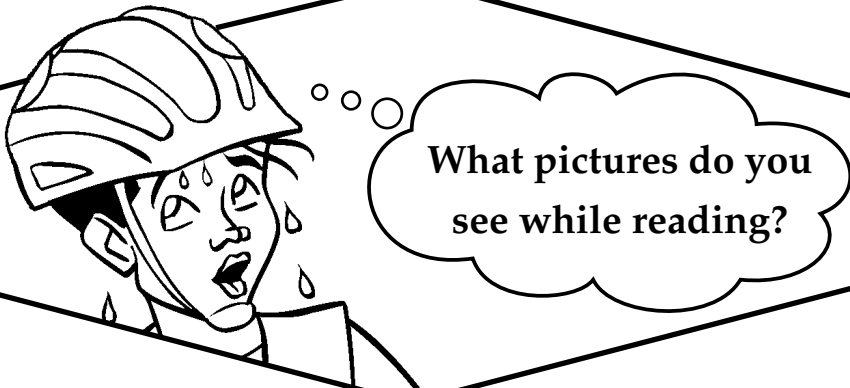


Glossary

adrenaline (n.)	a hormone released by the adrenal glands that elevates heart and respiration rates (p. 11)
balance (n.)	a state of being steady (p. 16)
crease (n.)	a wrinkle or line formed where skin or fabric folds (p. 5)
dead end (n.)	the end of a street, path, or road beyond which there is no way to go further (p. 6)
exhausted (v.)	feeling very tired (p. 12)
galloped (v.)	moved at the fastest pace a horse can go (p. 11)
lifeline (n.)	a diagonal line on the palm of a person's hand believed to indicate how long that person will live (p. 5)
navigate (v.)	to find one's way over a long distance; to steer a course toward a destination (p. 5)
night vision (n.)	the ability to see in the dark (p. 16)
reins (n.)	a pair of long, thin straps that are part of a horse's headgear, used to control the direction and speed of the horse (p. 14)
sense of direction (n.)	an awareness of orientation in relationship to the cardinal directions of north, south, east, and west (p. 8)
shale (n.)	a kind of sedimentary rock formed from compacted mud, clay, or silt (p. 14)
traversed (v.)	to have moved through an area (p. 13)

Name _____

Instructions: Visualize information while reading *Saved by the Stars*. Then draw what you pictured in the boxes.



What pictures do you see while reading?

Name _____

Instructions: Have students write a vocabulary word from *Saved by the Stars* on the *Word* line. Have them locate the definition in a dictionary and write it in the *Definition* box. Then have them write the number of syllables in the word and use the word in a sentence or drawing in the spaces provided.



Word

Definition _____

SAVED BY THE STARS • LEVEL X • 2



Number of Syllables

**Use the word in a sentence
or a drawing.**

SKILL: VOCABULARY

Name _____

Instructions: Read the sentences below and decide which ones contain a simile. (Remember to look for the key word *like* or *as*.) Below each sentence containing a simile, write which two things are being compared. If the sentence does not contain a simile, leave the line blank. Then write a simile of your own on the lines provided.

1. Rats skittered down the gutter.

2. Ideas in my brain ignited like sparks in dry brush.

3. They all ran together like one big mass of information.

4. The map was useless.

5. Every time I bit down, it felt as cold and hard as ice.

6. His words calmed me, seeping down into my body like medicine.

7. I heard each of them sing in a different key, like a chorus.

8. I realized that my night vision had improved.

9. The muscles were stiff like cement, but they moved and were not broken.

10. Fear spread across me like an icy blanket.

My simile:

Body Art

A Reading A-Z Level X Leveled Reader

Word Count: 1,479



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LEVELED READER • X

Body Art



Written by Kira Freed

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Introduction

Have you noticed how people decorate their bodies in different ways? In addition to clothing and hairstyles, people have many ways of **adorning** their bodies. Some think of their body as a blank canvas on which to create art, while



Yacouba acrobats in the Ivory Coast wear face paint to perform a traditional dance.

others change their body to **conform** to cultural standards of beauty.

Body art has been practiced since the first humans were alive. Every **culture** in the world



practices one or more forms of body art. Cultures have **unique** styles of decoration, as well as unique reasons for doing it. Read on to learn about some of the ways people around the world create body art.

Piercings of the nose, lip, and ears are a common way to show individuality and creativity.

Body Painting

Body painting, the most **temporary** form of body art, is believed to be at least 30,000 years old. For thousands of years, people in most parts of the world have painted their bodies for special occasions, such as hunts, war, and mourning. People also paint their bodies for special ceremonies to mark a **rite of passage** or a change in social **status**.

Many body-painting traditions, passed down from generation to generation, have survived to modern times.

Among the Aboriginal people of Australia, body painting carries **spiritual** meaning. Designs reflect social rank, family and **ancestral** bonds, and connections with animals and the land.



Red is considered a sacred color by the Maasai tribe. They use red ochre to paint their bodies.



Aboriginal Australians use traditional designs for face painting.

Traditional body painting called *mehndi* is still practiced in India, the Middle East, and North Africa. Mehndi is worn to help celebrate special occasions. Brides traditionally wear mehndi, and in some **ethnic** groups the grooms do as well.

A reddish-brown paste made from the henna plant is applied to people's hands and feet using



a plastic cone. The **intricate**, fine-lined designs may last from two weeks to several months.



An Indian bride wearing mehndi (above). Powder from the henna plant is mixed with water to create the dye used for mehndi (inset).



Surma children wear body paint

The Surma people of Ethiopia paint their bodies with chalk and other natural **pigments**. These cattle herders have few possessions, and body

painting is their main form of artistic expression. Children learn body painting from their parents, and close friends often wear matching face paint to display their bonds.

The most common modern body painting is the use of cosmetic makeup by women in Western countries. Some wear makeup to hide skin **blemishes**, while others try to conform to the media's images of beauty



A model wears makeup.

presented by models and movie stars. Westerners also enjoy face painting at Halloween and at festivals. Fans often use it to show team loyalty at sporting events.



Sports fans paint themselves with their favorite team's colors.

Tattooing

Tattoos, which are **permanent** body painting, are another form of body art that's been practiced for thousands of years. Tattooing involves applying pigments under the skin, often using fine needles, or in earlier days, quills.



Tattoo artists use fine needles to create permanent tattoos.

Japanese tattooing, called *irezumi*, has both decorative and spiritual purposes. It is believed to have started more than 10,000 years ago.

Irezumi is an advanced art form in which tattoos cover large areas of the body, including the arms, back, chest, and legs. A traditional irezumi "body suit" can cost \$30,000 or more, and may require up to five years of weekly tattoo sessions to complete.



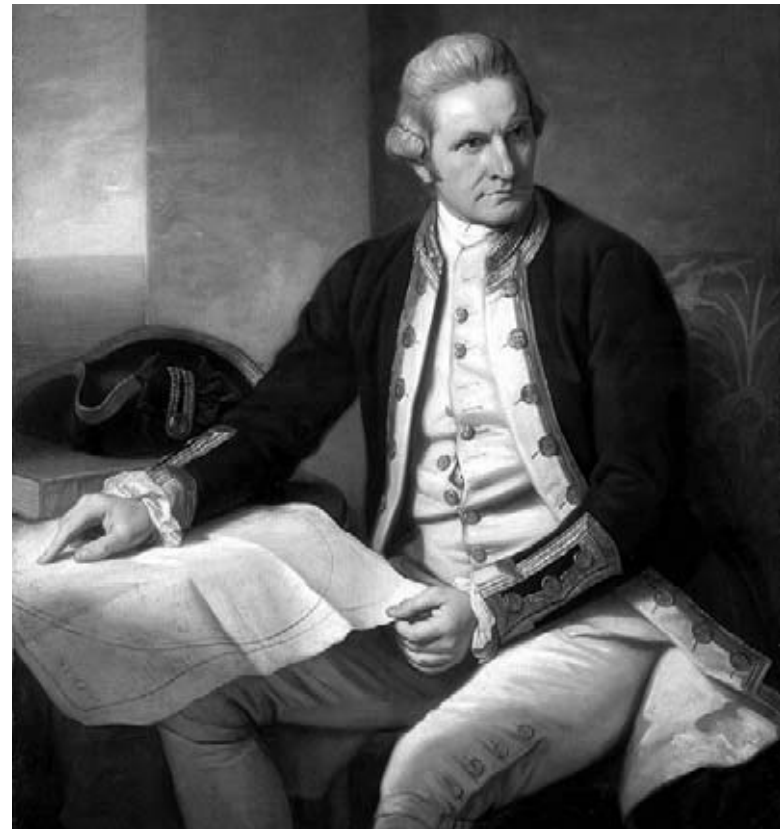
A traditional irezumi "body suit"



Traditional tattoos for males in Samoa

Among the people of Samoa, a South Pacific island, men wear bold, dark gray tattoos that extend from the waist to the knees. Their tattoos include traditional designs such as animals and geometric patterns. Samoan women's tattoos are more varied but always include a diamond shape on the backs of the knees. For Samoans, tattoos represent adulthood and a willingness to serve their community.

Captain James Cook brought tattooing to Western culture from the South Pacific in the late 1700s. Many of his sailors returned from Tahiti with a tattoo as a souvenir. As others copied this art form, tattooing became a popular form of self-expression in Europe and eventually North America. It remains popular today as a decorative and sometimes humorous expression of freedom and **individuality**.



Captain James Cook



Do You Know?

What happens when someone gets a tattoo and later changes his or her mind? Tattoo removal is a long, expensive, and usually painful process without perfect results. Methods include sanding away layers of skin, surgically cutting out the tattoo, and the preferred method—laser treatments. People are working to improve ways to remove tattoos. They're also working to develop new inks that are less permanent.



Tutankhamen, a young king in ancient Egypt, had pierced ears as shown in this mask.

Piercing and Ornamentation

Body piercing is at least 5,000 years old, as revealed by one of the oldest mummies in the world. An ancient mummy, found in 1991



Piercings were a sign of royalty and success.

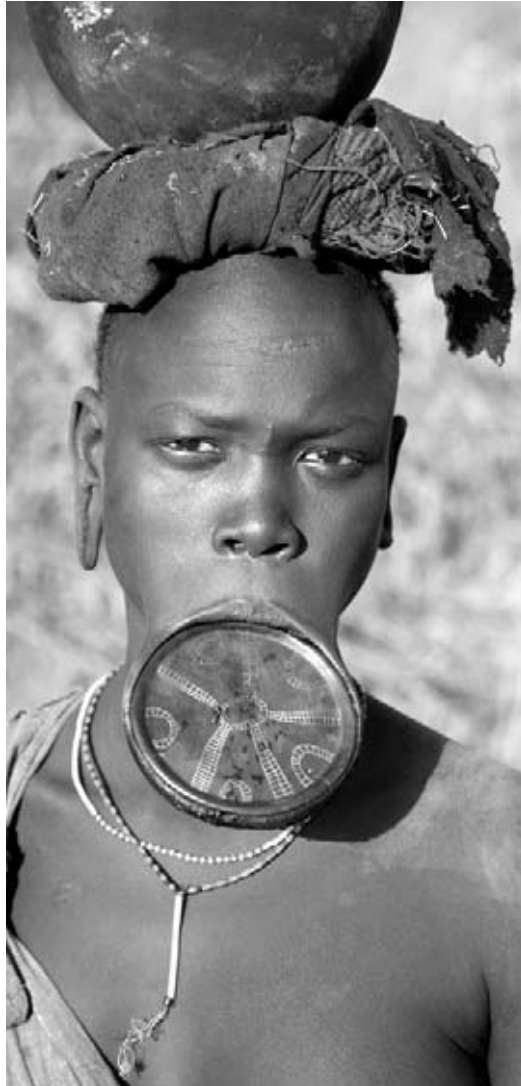
in an Austrian glacier, has pierced ears. Some **anthropologists** believe that the first piercings may have been done as protection against demons.

The reasons for piercing, both long ago and today, include fashion, social status, religious ritual, and personal expression.

In ancient Egypt, piercings were signs of success and reserved for royalty. Only the pharaoh, or ruler, was allowed to have a pierced navel.

Ears, noses, and lips are common places for piercings. Some of the most spectacular lip piercing is found among certain African tribes. Girls of the Mursi tribe of Ethiopia start wearing a plate in their lower lip around age 15. A round clay disk is inserted into a pierced hole. The lip gradually stretches as plates of increasing size are inserted over time. The larger the plate, the more wealth in the form of cattle the girl's father will receive when she marries. Other tribes, including the Suyá of Brazil, wear a similar body ornament.

Mursi woman with a lip plate



The septum—the tissue between the two nostrils—is another common location for body piercing. This practice has been most common in warrior cultures. Septum ornaments often are, or are made to look like, animal tusks to create a fierce appearance.



An Asmat warrior from New Guinea proudly wears an ornament used during earlier wars. It is a symbol of strength.



Tribesmen in Papua New Guinea take part in a traditional ceremony.

Before contact with Europeans in the late 1400s, septum piercing was practiced throughout the Americas by the Maya, Aztec, Inca, and other tribes. Septum piercing is still popular among many South Pacific island cultures. In Papua New Guinea, body art among men is an important part of ceremonies and festivals. Members of different clans display their cultural roots through body painting, piercing and ornamentation, and elaborate headdresses.

Body Shaping

Cultures around the world also have many methods of shaping bodies. Women of the Padong culture of Myanmar and Thailand begin wearing heavy brass neck coils at the age of five. The coils press down on the rib cage and shoulder muscles to make the neck look longer, which is considered attractive.



A young Padong girl wears neck coils.



Skull shaping is also practiced by the Mangbetu tribe in central Africa.

Skull shaping dates back at least 10,000 years in Australia. **Prehistoric** people in the Americas also practiced skull shaping. Today, on the Pacific Island nation of Vanuatu, mothers bind the head of infants using soft tree bark covered with a basket and rope. Over the next six months, the child's head slowly takes on a more **elongated** shape. Elongated heads are considered a sign of intelligence and spirituality in the Vanuatu culture.

Chinese footbinding began in the 10th century and continued until 1949, when it was made illegal by the newly formed government of the People's



A deformed foot after binding

Republic of China. Women tucked under the four smaller toes of their young daughters' feet and wrapped each foot tightly with strips of cloth. The binding was tightened every two days.

Footbinding broke bones, caused severe pain and infections, and made it almost impossible to walk. In the Chinese culture, bound feet were considered beautiful and were believed necessary for a woman to marry and have a good life.



A Chinese woman with bound feet



Wearing a corset created a tiny waist.

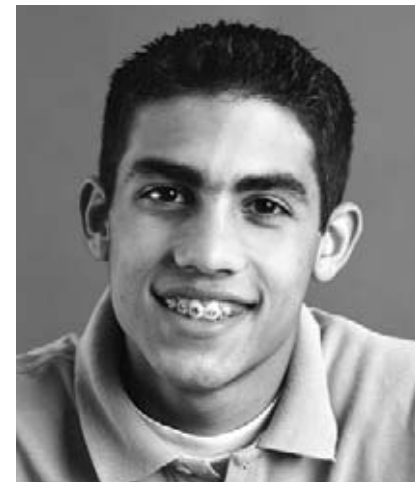
European women wore corsets starting in the 1500s. A corset was a tight undergarment that created a tiny waist, which was fashionable through the early 1900s. In addition to discomfort, some women who wore corsets suffered from painful broken ribs and disturbed internal organs. The fashion gradually became less popular as women began to work outside the home and needed to move about freely without a tight corset.

Teeth are another target of body shaping. Hindu people on the island of Bali file their six front teeth to create a smooth edge so their teeth will not look pointed like those of wild animals. The Mentawai of a different island do just the opposite, filing their teeth into sharp points. And in many countries today, some people have their teeth straightened to follow a standard of beauty. Teeth whitening is also becoming popular.

Cosmetic surgery is a popular—and often risky—practice in many parts of the world. Millions of people each year have surgery to change the shape of their face or body, often to meet an ideal standard of beauty. Severe infections, scarring, and other problems can result.



The Mentawai people file their teeth into sharp points.



In many countries, teenagers and adults have their teeth straightened.

Be Smart about Body Art

Which kinds of body art in this book are temporary? Which ones are permanent? Before you get any body art, here are some things to think about.

- Permanent body art is for adults—kids aren't old enough to make decisions that last a lifetime.
- Permanent body art is risky. People who get tattoos with unclean equipment can catch serious illnesses, including HIV. Permanent body art can lead to infections and injuries that may require surgery. Large scars can grow, even from a small wound.
- Some permanent body art can be extremely painful!



A temporary tattoo can look like a permanent one and is much safer.



Needles used for permanent tattoos can cause pain.

If you like the idea of body art, try these kid-friendly ideas.

- A new hairstyle or kind of clothing can be a great way to express who you are.
- Temporary tattoos come in an incredible variety of designs.
- Many kinds of fun jewelry don't require any piercing.



- Face painting is an excellent way to play with your appearance and step into a new identity. Enjoy it for Halloween, a festival, or a party with your friends!



Glossary

adorning (<i>v.</i>)	decorating (p. 4)
ancestral (<i>adj.</i>)	having to do with relatives from long ago, before grandparents (p. 5)
anthropologists (<i>n.</i>)	people who study human societies around the world (p. 12)
blemishes (<i>n.</i>)	small flaws that reveal imperfections in something (p. 7)
conform (<i>v.</i>)	to follow, as in rules or other standards (p. 4)
culture (<i>n.</i>)	the way of life of a specific group of people (p. 4)
elongated (<i>adj.</i>)	unnaturally long in comparison with its width (p. 17)
ethnic (<i>adj.</i>)	related to a cultural subgroup (p. 6)
individuality (<i>n.</i>)	identity as a separate person (p. 10)
intricate (<i>adj.</i>)	complicated (p. 6)
permanent (<i>adj.</i>)	lasting forever (p. 8)
pigments (<i>n.</i>)	powders that create color (p. 7)
prehistoric (<i>adj.</i>)	from a time long ago before written records existed (p. 17)

rite of passage (<i>n.</i>)	a ceremony marking the change from one life stage to another (p. 5)
spiritual (<i>adj.</i>)	related to spirit, soul, or a divine being (p. 5)
status (<i>n.</i>)	social rank or position (p. 5)
temporary (<i>adj.</i>)	lasting for a limited amount of time (p. 5)
unique (<i>adj.</i>)	one of a kind (p. 4)

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Name _____

Instructions: In the first box, write what you're curious about. In the second box, write answers to any of the questions in the first box. In the third box, write questions you still have about the topic.

What I'm curious about
Answers to my questions
What I still want to know

Name _____

Instructions: In the left-hand boxes, write the main idea of each section. In the right-hand boxes, list up to three details that support each main idea.

Main Idea: "Body Painting"	Details 1. 2. 3.	BODY ART • LEVEL X • 2
Main Idea: "Tattooing"	Details 1. 2. 3.	
Main Idea: "Piercing and Ornamentation"	Details 1. 2. 3.	SKILL: MAIN IDEA AND DETAILS
Main Idea: "Body Shaping"	Details 1. 2. 3.	

Name _____

Instructions: Read the sentences below. Then identify the *independent clause*, the *dependent clause*, and the *conjunction*. Write them on the lines provided.

1. Before their contact with Europeans in the late 1400s, septum piercing was practiced by the Maya, Aztec, Inca, and other tribes.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

2. The fashion gradually became less popular as women began to work outside the home and needed to move freely.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

3. Before you get any body art, you should consider several things.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

4. Since they considered a long neck attractive, the women of the Padong culture began wearing heavy brass neck coils.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

5. Although it was uncomfortable, European women wore corsets to create a tiny waist.

Independent clause: _____

Dependent clause: _____

Conjunction: _____

Name _____

Instructions: Choose the correct suffix from the bank to complete each word in the sentence. Write the new word in the blank provided and the meaning of the new word after each sentence. The first one is done for you. Then at the bottom of the page, write the root word for each word in the space provided.



-al

-ion

1. Lisa was the (champ) champion of the tournament this week.

state of being a champ

2. A (tide) _____ wave can wipe out an entire village.

3. Her family celebrates the holiday with a (tradition) _____ turkey
for dinner. _____

4. The student was filled with (frustrate) _____ prior to his test.

5. The tennis team won its (region) _____ finals over the weekend.

6. We will go on (vacate) _____ over the weekend.

7. instruction _____

8. perfection _____

9. colonial _____

10. cultural _____

Miguel and King Arthur

A Reading A-Z Level X Leveled Reader

Word Count: 2,355



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Miguel and King Arthur



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The King's Diamond

Ninth inning. One out. Bases loaded.

Miguel Ventura stood at bat. Two strikes. He had to make contact.

Sweat trickled down Miguel's face, and his shoulders ached. He called time, and sunlight reflected off the bat, creating a burst of color like a million tiny rainbows. He took a deep breath.

It was time. Now or never.

Back at home plate, Miguel cranked the bat up into the air. A fastball sailed toward him. He swung. THUD! The ball hit the catcher's mitt as the rival team roared their approval.

Miguel couldn't hide his **disappointment** as he jogged to the dugout. The other team needed one more out to win the game. He had pictured himself hitting the winning home run and his teammates lifting him high into the air after he crossed home plate. The imagined roar of the crowd was ringing in his ears still. He barely noticed Trevon as he walked toward home plate.

Trevon held his bat high like a marvelous sword. The first pitch hurtled toward home plate. Trevon swung. SMACK!



Going. Going. Gone! Grand slam!

"Yes!" Miguel yelled, meeting his friend as he crossed home plate.

Miguel's teammates gathered Trevon up onto their shoulders. The crowd roared, and his family rushed out to meet him. The girls in the front row smiled and waved. Miguel felt a twinge of **jealousy**.

Trevon was the golden boy. His life looked good.

On the way into the pizza parlor, Miguel said, "I need some batting tips, Trevon." He pushed past a brown-haired girl from the front row.

Trevon glanced back, but Miguel ushered him on. "I've struck out ten times in the last three games. Coach is going to bench me unless I get some help."

"Ask Leo," Trevon said. "He's got a decent batting average."

"Not like you," Miguel said. "You're the king." Miguel grabbed four slices of pizza off the table. "It's time for the king to share his wealth. Let's meet at the batting cages every day this week."

"Share my wealth?" Trevon said. "If I'm coaching you every day, when am I going to practice?"

"You've got your glory," Miguel said. "Now you can spread it around."

The brown-haired girl waved again. Trevon waved back.

"So, is it a deal?" Miguel asked, thinking that being the star of the team would feel mighty good.

"I've got homework, and I have to babysit my cousin."



"Since when have homework and babysitting come before baseball?"

"He's a star," Leo pointed to the girls smiling at Trevon. "And he wants to stay one."

Miguel swallowed. "Is that true?"

Trevon couldn't find the words to explain.

"See?" said Leo. "C'mon, Miguel. We're not royal enough for this table. Kings aren't a part of any team."

The Destiny of the Sword

At Saturday's game, Miguel struck out twice but managed one base hit. Trevon hit two doubles and a triple, and now had a whole fan section in the front row. He seemed not to care that Leo and Miguel hadn't been speaking to him since last week.

"Since when did the three *amigos* become two?" Miguel's sister, Teresa, asked.

Miguel shrugged, placing his bat into his bag and walking toward the field.

"Aren't you coming for pizza?" she asked.

"Nah, I'm going back to the shop."

"To visit the Great Gallardo's books?"

"Just go eat pizza, and I'll see you later."

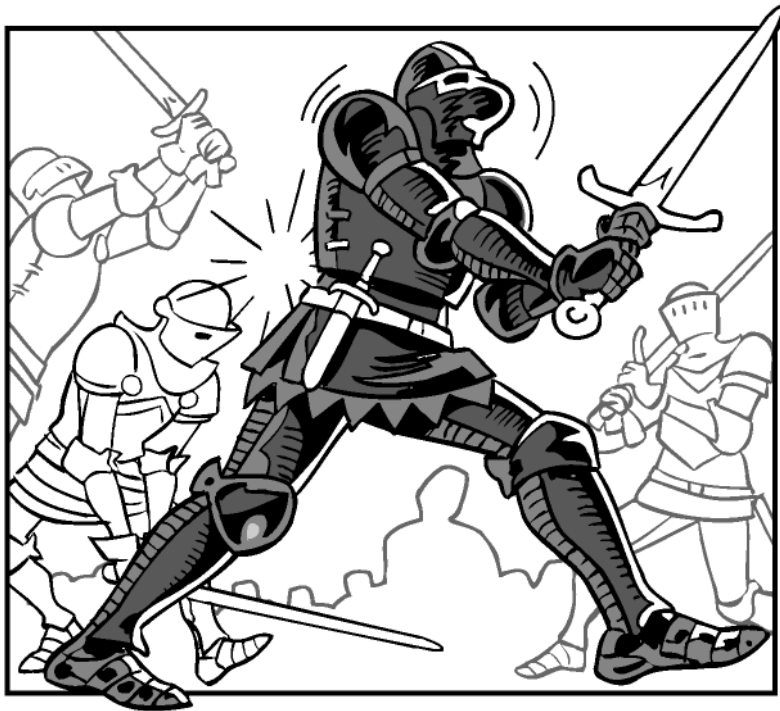
Miguel and Teresa both had become characters in the Great Gallardo's magic books they'd found in the loft. Leo and Trevon had even traveled inside a book with Miguel once, but Trevon was now probably too busy with his fan club to come along on an adventure.

Up in the loft, a thick purple book waited for Miguel on the enchanted chest. "*Le Mort d'Arthur*," Miguel read. "The Knights of the Round Table!"

He opened the book to page 98, and stars appeared in his eyes as he whispered aloud, "I could become King Arthur!"

"WHOSO PULLETH OUT THIS SWORD FROM THE STONE THAT SAME IS RIGHTWISE KING BORN OF ENGLAND," Miguel read, but the words hopped around the page. *"gaze at people Many sword marvel came on to the and its beauty."*

The silence disappeared, and Miguel found himself surrounded by a group of knights, clanking swords around his head. He ducked, knocking his heavy helmet into another knight.



"Sir Kay!" the knight roared. "Do you challenge me?"

Miguel shook his head. "No, sir." But his words were lost in loud clash of metal upon metal. His massive **opponent** wore a suit of midnight black armor.

Miguel tried to escape, but the bulky armor weighed him down like an elephant on his back. The black knight raised his humongous sword high in the air. Out of instinct, Miguel lifted his arm, surprised to find that he, too, held a sword. His blade trembled, glistening in the sun as he gripped it with all his might.

"It is time for the great Sir Kay to fall," shouted the black-armored knight.

The words made Miguel's body quake.

The knight slashed Miguel's sword, slicing it in half as though it were a blade of grass.

"Sir Kay!" From the crowd, a young man rushed forward.

Miguel stared, dropping what was left of his weapon.

"Shall I fetch you another sword, brother?"

Dazed, Miguel nodded, and off the boy ran.

Miguel's thoughts churned. This must have been a **tournament** between the great knights in celebration of the sword in the stone. And if he was Sir Kay, then the young man who ran to get him another sword was . . .

"Arthur!"

"I'm here, brother."

Miguel turned to the young man, who held a beautiful, glistening sword.

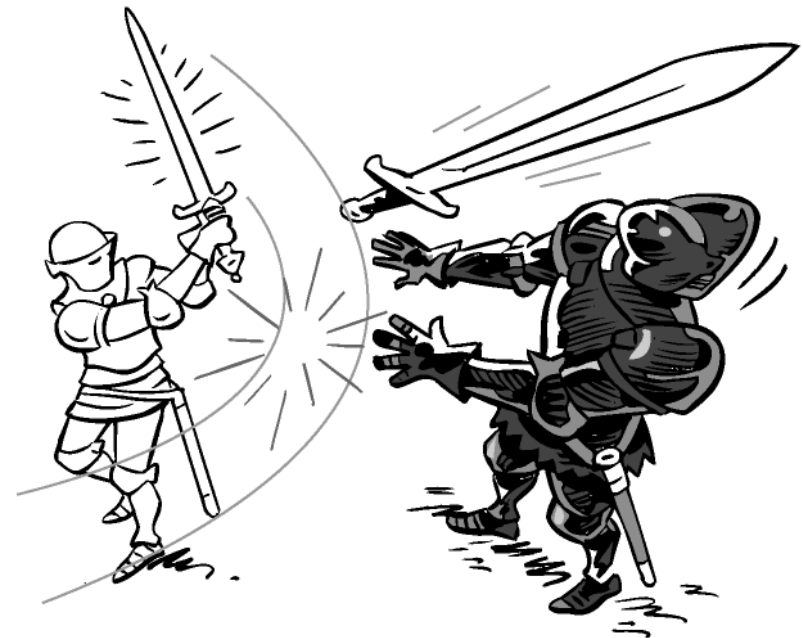
"Excalibur!"



All Hail the True King of England!

The magnificent sword electrified Miguel's hands as he turned to face the black knight once more. *Merlin's magic!* He felt renewed. Energy coursed through his veins as, clang for clang, he met the black knight's blows with Excalibur. Soon the black knight faltered; Miguel saw his opening and swung Excalibur, connecting with the knight's sword as though it were a baseball and Excalibur were a bat. The black knight's sword flew out of his hands as though Miguel had just hit a grand slam.

The crowd roared and clapped its approval.



Miguel grinned broadly behind the faceplate of his armor helmet. The black knight bowed his head toward Miguel before turning to make sure his squire retrieved his sword. Miguel acknowledged the act of respect with a tilt of his head.

Arthur ran up to congratulate his brother.

"My brother, you courageously faced near-defeat as a true nobleman and took victory. I am honored to be your **kinsman**."

"As am I," stated Sir Ector, whom Miguel remembered was Sir Kay's father and the man who had raised Arthur as though he were his own son.

"You will be unbeatable in the **joust**, my son."

"But what is this sword?" Sir Ector inquired, shock and puzzlement twisting his features.

Miguel knew with certainty it was the sword from the stone—the sword that made whoever could pull it from the stone the king of all England. However, he held his tongue. The glory and adoration of being king tempted Miguel. He had tasted Excalibur's power in the **duel**. *King Arthur was beloved by all the knights of the Round Table; why then could they not love King Kay just as much?*

"Where did you get the sword?" Sir Ector demanded.

"I brought it to him, Father," said Arthur. "I couldn't find another blade, so I thought of the sword I saw stuck in the stone near the cathedral. I pulled on it, and it came out with marvelous ease."

Arthur had no idea what he had done.

Miguel felt a twinge of **regret** deep in his stomach as he faced Arthur, but he plunged ahead anyway.

"It was I who pulled the sword from the stone, Father," Miguel lied, knowing deep down the sword did not belong to him. "Arthur just fetched Excalibur for me."

"I do not understand why you dishonor yourself and our father with lies, Kay," Arthur challenged. His feelings about doing what was right dominated the **loyalty** he felt toward Sir Kay.

"Enough!" roared Sir Ector. "Whichever of you pulled the sword from the stone will be able to repeat the task tomorrow morning. For tonight, we will celebrate Sir Kay's victory in the duel and wish him well in the joust."



Weary from the day's tournament, Sir Ector retired early, and Miguel basked in the glow of his admirers as knights celebrated around campfires that night. Word had rapidly spread that he had pulled the sword from the stone and would do so again in the morning. Arthur watched from the edges of the fire's circle, now realizing the importance of the sword and the **swindle** Kay was trying to pull.

The next morning, following a procession of knights, kings, and their royal courts, Miguel went to the stone. The crowd parted, leaving a tall, bearded man in its wake. Merlin! As he walked forward, his gray velvet cape dragged behind, leaving iridescent swirls in the soil. His eyes were intense, as though Miguel were looking through a microscope into Merlin's soul.

"Sir Kay," Merlin said. "Let us watch the miracle."

Miguel stepped forward, Excalibur clamped tightly in his hands, focusing as though he were at home plate, picturing a home run. *Maybe he could actually pull the sword from the stone!* Before he tugged at the blade, someone shouted, "Intruders! Beyond the hills!"

The knights mounted their horses, and Arthur pointed them east over the hills. Everyone rushed to battle, leaving Miguel and Arthur alone.

"Here," Arthur said, grabbing the sword's hilt, "If you want glory for your **treachery**, take it."

Miguel stared at Arthur and Excalibur.

As though the stone were butter, Arthur slid Excalibur from its home and knelt down before Sir Kay, just as the crowd returned.



"He's done it!" Arthur said. "Sir Kay is the true King of England!"

Every single person crouched down before Miguel, even Merlin.

"Wait."

Nobody heard him.

"All hail King Kay!"

One Man's Glory

Miguel looked out into the crowd. He could not deny that this respect felt great. But Merlin's eyes pierced into him, and his thoughts of glory fizzled like bubbles disappearing down a drain.

"Wait!" he cried. "I am not king!" He glanced around the crowd, but Arthur was nowhere to be found. "Where is my brother?"

"Arthur has begun the journey home to notify the kingdom," Sir Ector said.

"NO!" Miguel ran toward the royal procession. A long line of horses flowed along a dusty road, and the rightful king rode a white horse to lead the way.

"Arthur!" Miguel screamed, but he was too far away.

Miguel hopped into the driver's seat of a carriage, grabbed the reins, and rode hard. Soon Miguel approached Arthur. "Wait, please," he cried. "You are the rightful king!"

"I have no desire for that title," he said.

"You will become the mightiest king in all of England," Miguel said.

The white horse slowed.

"You will rule in a powerful kingdom called Camelot."

Arthur stopped.

"You will be most respected by all your knights." Miguel stopped too.

"Have you seen the future, Brother?"

Miguel smiled.
"Sort of."

"But you are my brother, not the son of Merlin," Arthur said. "You do not know my future, for as only one man, I would never desire the responsibility of governing an entire kingdom. Now go become king; it's what you seem to desire most."



"I am not the true king!" Miguel shouted to the wind as Arthur rode off.

"I know, I took young Arthur from King Uther himself. It is his destiny." Merlin was suddenly sitting next to Miguel.

"Then why am I here?"



"Only you can answer that," Merlin said, and with that cryptic statement the wizard vanished, leaving Miguel alone to his own destiny.

Share the Wealth

The center of Sir Ector's castle garden held a labyrinth, and all around flowers and vines grew into swirling, curving structures. Leaves rustled ahead of him, leading Miguel into the maze.

"Arthur?" he called out.

Dark clouds rushed in overhead. The air chilled. Excalibur sizzled next to him.

He traveled deeper into the maze, following voices that seemed to come from its center. The day grew darker. Spookier.

Miguel wanted to turn back, but he knew this story would never end unless he moved forward. The time had come to end this game. Now or never.

"Arthur, you must become king," he said. "It is the only way."

"And face men like you, who will always chase glory and steal and lie to achieve their ends?"

"I was wrong. I let the power of Excalibur eclipse my **judgment**. You are the true king." Miguel said. "It is your special gift of leadership that this country deserves."

"I will not govern alone," Arthur stated. "I need men around me who are willing to be patient, tell me when I am being unfair, and forgive me when I choose the easy path over the **righteous** one."

Arthur placed his hand on Miguel's shoulder, as Miguel knelt before him, placing Excalibur in his hands.

"All hail King Arthur!"



Merlin stood behind them. "To King Arthur!" He raised his staff.

One glance in the wizard's eyes, and suddenly Miguel was back at the loft. He scrambled down the ladder and grabbed his favorite bat out of his bag.

At the batting cages, Trevon stood tall with a wide stance. His fan club was nowhere in sight.

Miguel watched and waited.

Trevon swung at his last pitch, missed, and then turned and saw Miguel.

"I'm sorry," said Miguel.

"What for?" asked Trevon, kicking the end of his bat with the toe of his shoe. "I was the jerk. And I needed to be told I was being a jerk."

"I'm sorry I let my jealousy keep me from being happy about what a great hitter you are."

"I'm sorry too," Trevon said.

"Apology accepted," said Miguel.

"Yeah," said Trevon. "You want to take some practice swings? I'll give you a few pointers."

Miguel smiled, and retrieved his helmet.

"C'mon, let's bat."

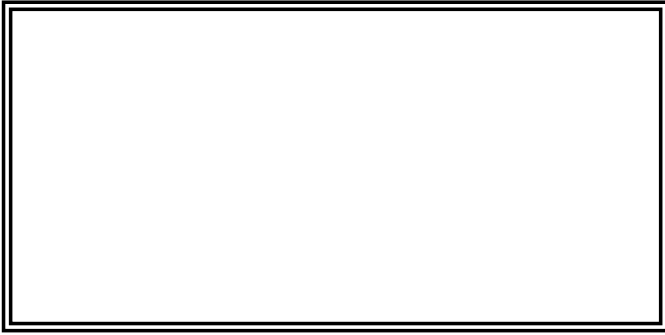


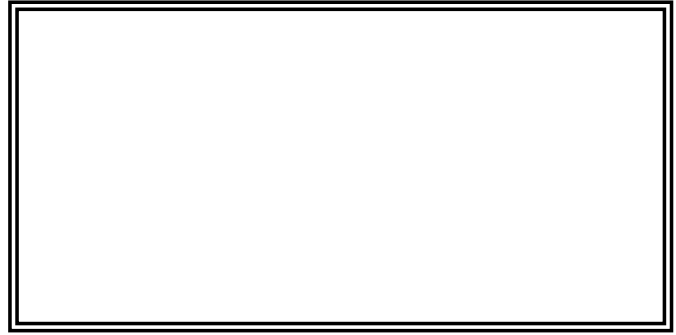
Glossary

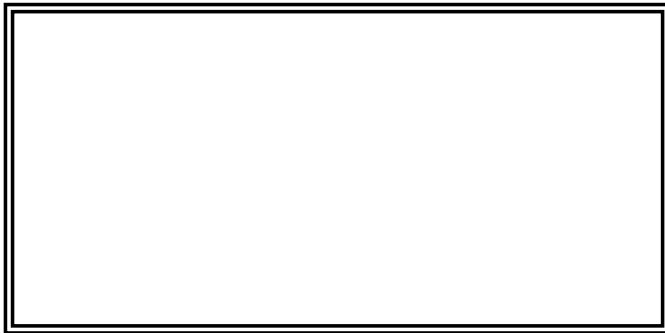
disappointment (n.)	a feeling of sadness or a feeling of being let down because someone or something has not fulfilled your hopes or expectations (p. 4)
duel (n.)	a one-on-one fight over a matter of honor (p. 13)
jealousy (n.)	a mean feeling toward someone because he or she is more successful or happy than you (p. 5)
joust (n.)	a competition that involves two people on horseback fighting with lances (p. 13)
judgment (n.)	the ability to make informed decisions, opinions, or guesses (p. 21)
kinsman (n.)	a male person who is somebody's relative (p. 13)
loyalty (n.)	the quality of being loyal, or committed, to someone or something (p. 14)
opponent (n.)	person who is on the other side in a game, fight, or discussion (p. 10)
regret (n.)	a feeling of sadness or guilt about a past action (p. 14)
righteous (adj.)	considered correct according to a moral code (p. 22)
swindle (n.)	an act of obtaining something by lying or other deception (p. 15)
tournament (n.)	a series of games or competitions that determine a final champion (p. 11)
treachery (n.)	an act of being disloyal or dishonest (p. 16)

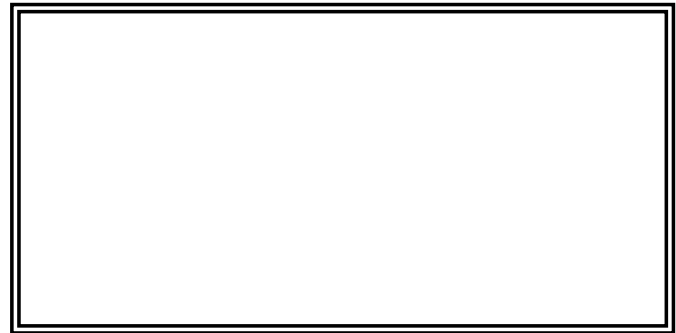
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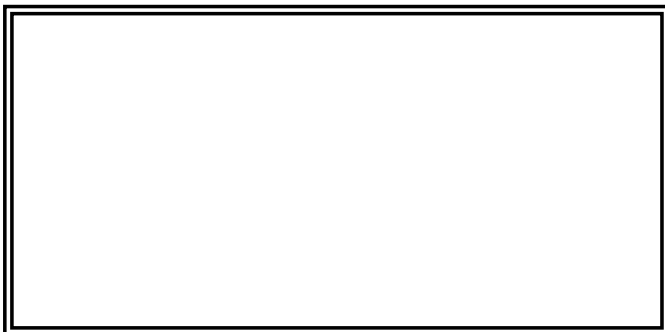
Instructions: Draw pictures to represent parts in the story where you stopped to visualize in order to understand what you'd just read. Write a description below each picture to explain your drawing.

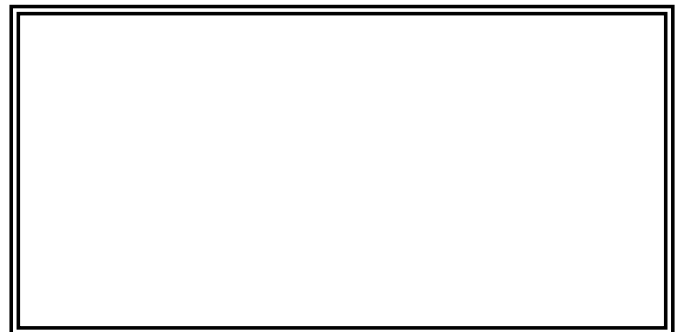












Name _____

Instructions: In the boxes to the left, list each character's traits. In the boxes to the right, list the story clues and the pages where they're found that helped you identify each trait.

Character traits for Miguel	<table><tr><td>Evidence:</td><td>Page _____</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr></table>	Evidence:	Page _____												
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Character traits for Trevon	<table><tr><td>Evidence:</td><td>Page _____</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr></table>	Evidence:	Page _____												
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Character traits for Arthur	<table><tr><td>Evidence:</td><td>Page _____</td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr><tr><td colspan="2"> </td></tr></table>	Evidence:	Page _____												
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Name _____

Instructions: Read the sentences below and add a comma to each one to separate the introductory words from the rest of the sentence.

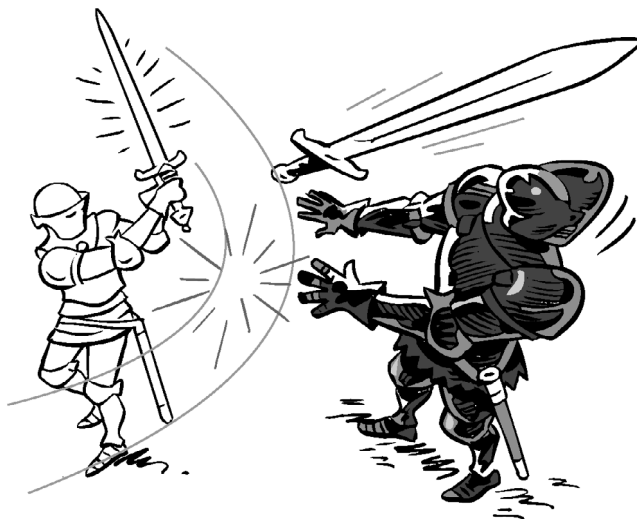
1. "So is it a deal?" Miguel asked.
2. "Nah I'm going back to the shop."
3. Dazed Miguel nodded, and off the boy ran.
4. "My brother you courageously faced near defeat as a true nobleman and took victory."
5. Oh I thought you would help me.
6. "Yes you are the rightful king!"
7. "Arthur you must become king," he said.
8. "C'mon let's bat."



Name _____

Instructions: Below are words taken from *Miguel and King Arthur*. Cut along the dotted lines to separate the boxes. Then move the boxes around on your desk to arrange the words in alphabetical order.

characters	swindle	swirl
trembled	treachery	chest
strikes	traveled	Trevon
tournament	enchanted	toward
England	structures	sword



Takehito's Tango

A Reading A-Z Level X Leveled Reader

Word Count: 2,028



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Takehito's Tango



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Correlation

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Takehito's Talent

The train gained speed and began to pull away from Takehito (tah-kay-HE-toe). His trusty steed's stride faltered from exhaustion after chasing the clanging monster down its tracks. Fearing he wouldn't catch the train, the Japanese cowboy reached for his lasso. The horse huffed. The gap widened. Takehito tossed his rope. Success. The lasso tightened around a spire atop the caboose. Holding his breath, Takehito kicked his boots out from the stirrups and set sailing off his horse and into the air—nearly flying toward the train. But then, just moments before he kicked through the train's back door, he heard a voice.

"And what **performance** will you present at the talent show, Takehito?"

It was as though his rope had come loose and he had crashed on the track. The young cowboy jerked his head up from his daydream. Takehito's fifth-grade teacher, Mrs. Klein, had spoken and was glaring down at him now. Takehito had been staring out the window from his desk while Mrs. Klein paced up and down the rows of desks to ask each student what talent he or she would perform for the show. The rest of the class and Takehito's teacher were now staring and waiting for his answer.



"Mrs. Klein," Brent interrupted, "is daydreaming a talent?"

Several students giggled. Brent was the most popular boy in the class.

"No, Brent, daydreaming is not a talent, but neither is interrupting your teacher, and you seem to do that as often as Takehito daydreams," Mrs. Klein snapped.

Takehito's face popped beet-red. He didn't know what to say. Luckily for him, the bell rang, signaling the end of the school day. Takehito quickly gathered his books and got up to leave, but Mrs. Klein stopped him.



"Don't even think about having your mother call in sick for you this year. Understood?"

He slowly nodded.

Mrs. Klein stepped aside to let Takehito pass. As he walked out of the classroom, the last cars of the elevated commuter train rushed by the school's windows.

Mrs. Klein worried about Takehito. Last year, he and his mother emigrated from Japan to Chicago. He had not made friends easily. Some of the students in his old class made fun of the way he looked and the way he spoke. When it came time for the end-of-year talent show, everyone had teamed up with friends, except Takehito. So he pretended to be sick and convinced his mom that he needed to stay home from school that day.

When Mrs. Klein heard about this from the fourth-grade teacher, she was deeply troubled. She saw the talent show as an opportunity for everyone in the class to learn about each other. Therefore, as his teacher this year, Mrs. Klein was determined to get Takehito to perform in the talent show, knowing that if he did, he would establish some friendships before entering junior high.



Takehito didn't know what to do. As he walked home through the busy city streets, he debated. On the one hand, he didn't want to disappoint Mrs. Klein since she was his favorite teacher. On the other hand, he didn't want to be a laughingstock—to do or say anything that his classmates would laugh at. So, he decided to talk things over with Manny, the friendly street vendor he always passed on his route home.

How to Show Off

"*Hola, Takehito,*" cried Manny, a middle-aged Mexican man, "*¿Cómo estás?*"

"Hey, Manny," Takehito answered. "One *elote*, please," he continued, placing a one-dollar bill onto the small wooden counter of Manny's cart.

Takehito loved watching Manny make *elotes* because he made them so fast. First, he'd tong an ear of corn from the boiling water and then stab it through the bottom with a small wooden stick. Next, while spinning the corn, he'd slather on butter and mayonnaise, sprinkle on Parmesan cheese, and finally dash on cayenne pepper—all in a matter of seconds.



"Here you go, greatness on a stick," Manny said as he handed over the *elote*. "How are things at school?"

"Not good," Takehito replied, after taking his first bite, which caked the sides of his mouth in red powdery pepper. "I want to do something for the talent show this Friday, but I don't know what to do."

"What are you good at?"

Takehito, thought for a moment as he chomped through the *elote*. Manny held out a napkin, but Takehito didn't take it.

"I don't know."

"What do you mean?" Manny asked. "Can you draw? Can you play a sport? Can you play a musical instrument? Can you sing?"

Manny continued listing talents, but Takehito stopped listening as his gaze wandered to three birds twittering around each other in a puddle in the street. As they flew away, a bus came barreling down the road. Takehito noticed that on the side of the bus was a poster for an upcoming movie. The poster showed two people dancing.

Suddenly **entranced**, Takehito was in a ballroom, dancing with a girl. She was in a blue country dress and he was in his usual cowboy attire. The chandeliers, which hung from the ceiling, created a shimmering effect. As he twirled with his partner, wafts of her cherry-blossom perfume attacked his nose. As he looked into the crowd to avoid sneezing, he saw Manny.

"Have you ever thought about—"

"Dancing?" Takehito interrupted.

"Yes, dancing. Do you know how to dance?" Manny asked.

Takehito took his final bite of the *elote* and then shook his head back and forth.

"I don't know either," Manny continued, "but I should. In Mexico, when I was your age, I refused to learn, but my brother learned. A few years later, he was the most popular boy in school. He was so good. He made a bunch of friends."

"Really?"

"This past year, I had him teach my daughter the tango. She could teach you for your show."

Takehito raced home. He hoped his mother would be there, but before he reached the top of the stairs, he knew she was home—he could smell the tempura cooking.

As Takehito set the table, he explained that the talent show was on Friday, that he wanted to dance, that he wanted to take lessons every day after school from Manny's daughter, and that he would make friends.

"Takehito," his mother said, "I can see that you're excited, but are you sure you want to do this? You don't have to perform a stunt like this to make friends."

"Mom," Takehito pleaded, "this is not a stunt. This is my opportunity to be somebody, to be recognized for something I'm good at, something my classmates will think is cool."

"But you don't even know how to dance."

"That's why I need to take lessons."

"Oh, Takehito," his mother muttered. Then, after a long sigh, she smiled, "Be careful."



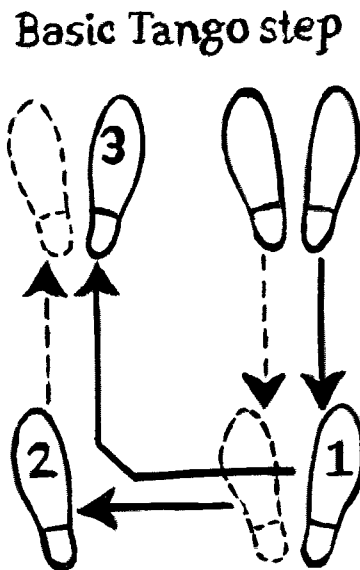
Let's Dance

After school the next day, with his mother's permission, Takehito met Manny's daughter, Melinda, at the *elote* cart. She was in eighth grade and planned to help her father with the cart after school anyway, but when he suggested she help Takehito learn the tango, she was thrilled. She loved to dance.

The two shook hands.

"We'll begin with the **footwork**." She stood in front of him and pointed to her right foot.

"Every step you take is **deliberate**, exaggerated. When you walk forward, strike your heel first, then your toe—heel, toe, heel, toe, heel, toe." Melinda demonstrated this vertical movement to Takehito, keeping her left foot stationary while moving her right foot up and down. "Got it?"



"I think so," Takehito replied.

"Then, let's walk."

Melinda and Takehito walked arm-in-arm, up and down the sidewalk, forward and backward.

"The goal here, Takehito, is to walk like a cat. Stalk and pounce—sometimes slow, sometimes quick, sometimes slithery, sometimes sharp."

They began to fall into a **rhythm** as Melinda continued. "My uncle said that the tango is over a hundred years old. Lots of people from different cultures—African, Indian, French, Spanish, Italian—created what we're doing right now. As the story goes, in the late 1800s, European and African immigrants danced with the locals in Buenos Aires. The result was a hodgepodge of movements, and the tango was born."

Takehito was working up a sweat. They moved faster and faster, slowing down and then speeding up again. He liked the changes of pace because they made him move like what he figured it would be like to ride a horse.

Manny pointed out to the two of them that several people across the street had stopped to watch them dance. Manny smiled and waved.

Tango Lessons

On Thursday, a small **audience** gathered around Manny's cart. A few of the neighborhood locals heard of the young couple's dancing and wanted to watch, yet before they did, they enjoyed Manny's *elotes*. Finally, Melinda stepped forward.

"Today, we dance." She turned on the music. The song was *Tango en el Parque*. "But first, we must get into the proper tango position."



She took Takehito's right arm and positioned it around her back, so that the fingers of his right hand lay across her spine. Then Melinda hooked her forearm underneath his elbow and upper arm with her wrist positioned directly underneath his arm, her palm facing inward, and her fingers just reaching his torso. Next, she grabbed his left hand with her right hand and held it at her eye level, which raised their elbows.

Feeling rather **awkward**, Takehito crinkled his brow.

"Are you sure about this? I feel uncomfortable, like at school pictures."

"It will feel better once we start moving."

Melinda explained that **traditionally**, Takehito would lead the dance because of his gender; however, because she knew the tango and he didn't, she would lead and he would follow. Right before they began, though, she offered one last bit of advice.

"Anytime we move forward, we'll gradually curve to the left, and if we decide to walk backward, we'll also curve to the left."

"What?" questioned Takehito, looking perplexed.

"Trust me. On three."

And so they began, **clumsily** at first, shuffling and stumbling, but eventually getting the hang of it. A small crowd of onlookers, many more than before, began to form. Manny pointed them out to the dancers again. They laughed. A few people who walked past them on the sidewalk applauded or cheered; others even began dancing with them.

Takehito became distracted. He would watch the **spectators** rather than where and how he was dancing. Then, suddenly, he slipped off the curb.

"Are you okay?" Melinda gasped. "You were dancing so well."

Takehito was down on the street, clutching his ankle, which was swelling up fast. Manny flipped open his cooler and scooped some ice into a small bag. He gave it to Melinda, who handed it to Takehito. He pressed the bag of ice onto his swollen ankle and winced.

"I think that's all for today," said Manny, worried. Melinda turned off the music.



The Talent Show

Takehito stood behind the curtain backstage, nervously wringing out his hands and feeling as though birds were twittering around in his stomach. Melinda seemed to be feeling just the opposite as she walked around, laughing and saying hello to her former teachers. Then Mrs. Klein came by to inform the couple that they were to perform next. Takehito lifted up his pant leg to see that his ankle was still a bit swollen. He imagined his ankle returning to its normal size, the curtains opening, and the entire student body staring at him, pointing and laughing. He stepped to the center of the stage, slowly and deliberately, his spurs pinging with each step, his hat covering his face. All went still. Then he shot up his head as the spotlight flashed on him and the music fired. Melinda came running toward him, and suddenly they were in rhythm, stride-for-stride, in synch, banging out a fierce tango. The crowd screamed wildly . . . then the curtains opened.

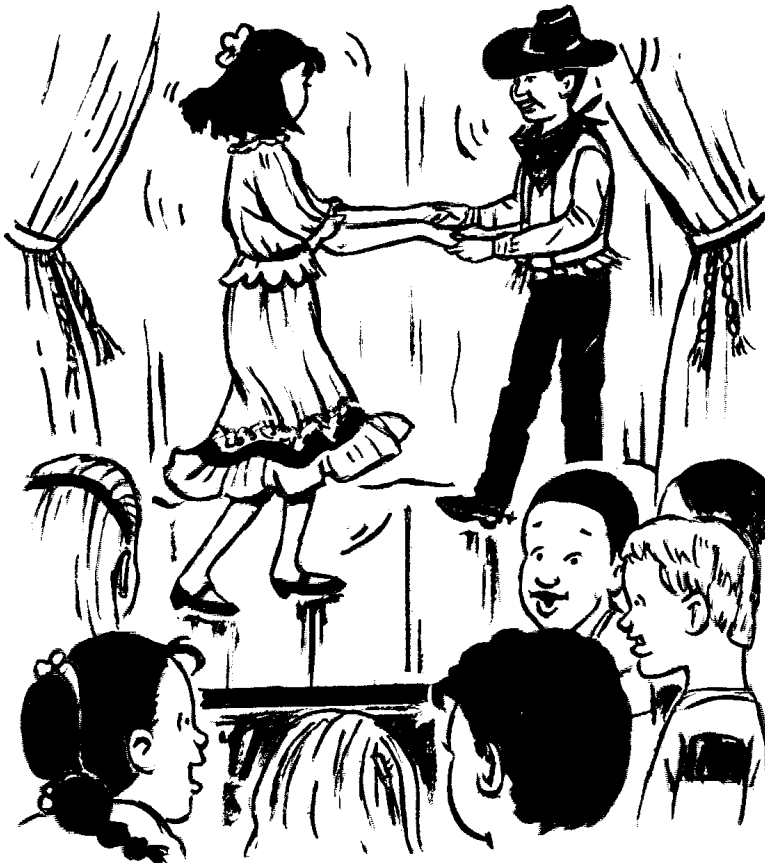


"Now Takehito will perform the tango with his partner, Melinda," said Mrs. Klein over the microphone.

The two got into position. The music began and they waited for the right beat.

"Are you ready, cowboy?"

Takehito smiled, knowing that he had made at least one friend.

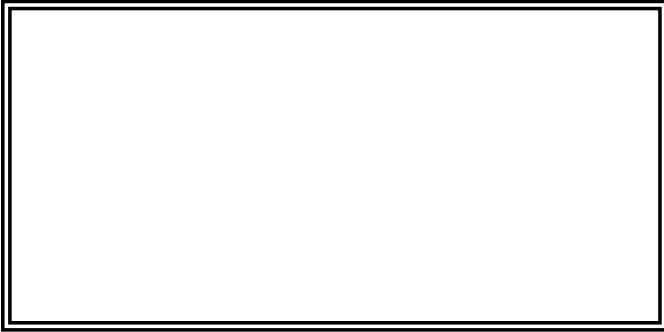


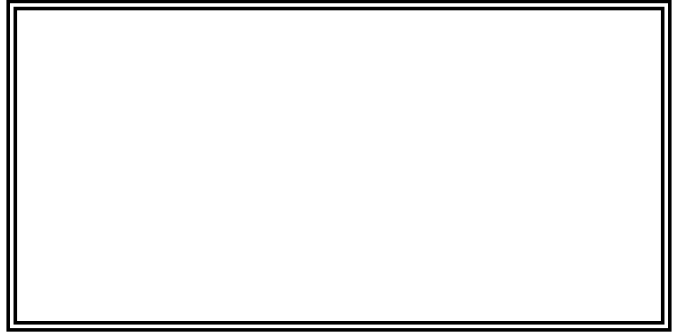
Glossary

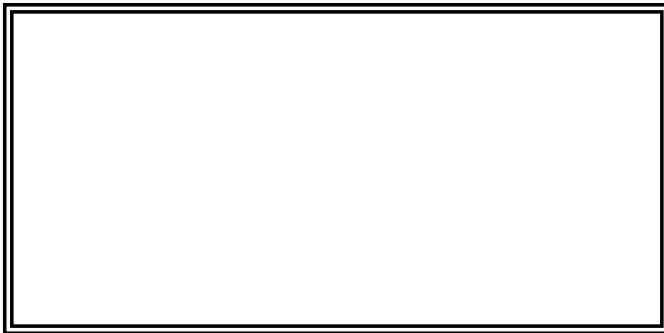
audience (<i>n.</i>)	a group of people gathered to see and hear a performance or concert (p. 15)
awkward (<i>adj.</i>)	difficult or uncomfortable, especially as related to body position (p. 16)
clumsily (<i>adv.</i>)	in a way that lacks physical grace or coordination (p. 17)
entranced (<i>v.</i>)	to have filled a person's mind with wonder (p. 11)
deliberate (<i>adj.</i>)	slow or careful movement or action (p. 13)
footwork (<i>n.</i>)	the movement of feet in dancing (p. 13)
performance (<i>n.</i>)	a show, such as a play, a piece of music, or another kind of entertainment in front of an audience (p. 5)
rhythm (<i>n.</i>)	a regular pattern of sound, with accents at fixed times (p. 14)
spectators (<i>n.</i>)	people who watch an event without taking part (p. 17)
traditionally (<i>adv.</i>)	according to ritual or action that is passed down from year to year and generation to generation (p. 16)

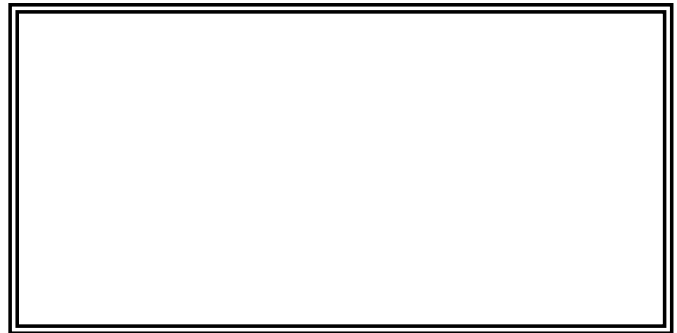
Name _____

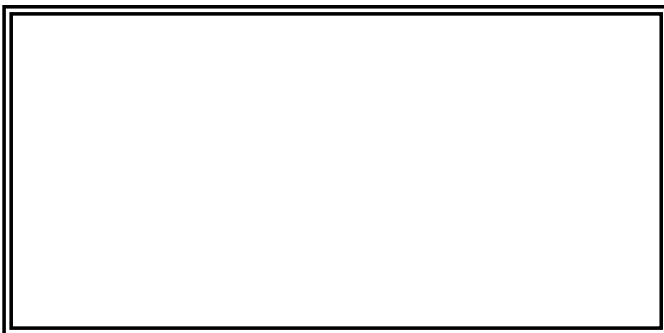
Instructions: Draw pictures to represent parts in the story where you stopped to visualize in order to understand what you'd just read. Write a description below each picture to explain your drawing.

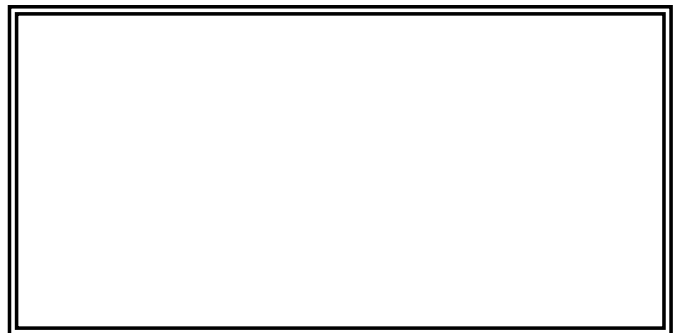












Name _____

Instructions: In the boxes to the left, list the character's traits. In the boxes to the right, list the story clues with the corresponding page(s) that helped you identify the trait.

Character Traits for Takehito	Evidence: Page _____
Character Traits for Mrs. Klein	Evidence: Page _____
Character Traits for Melinda	Evidence: Page _____

Name _____

Instructions: Read the sentences below and decide whether they contain dashes or hyphens. Then write *D* for *dash* or *H* for *hyphen* on the short line to the left of the sentence. If the sentence does contain a dash, explain on the lines below the sentence how it is used (to clarify information or to add a thought).

1. His fifth-grade teacher, Mrs. Klein, had spoken and was glaring down at him now. _____

2. He didn't want to be a laughingstock—to do or say anything that his classmates would laugh at. _____

3. Takehito's face popped beet-red. _____

4. He'd sprinkle on Parmesan cheese, and finally dash on cayenne pepper—all in a matter of seconds. _____

5. He placed a one-dollar bill onto the small wooden counter _____

6. "Have you ever thought about—" _____

7. He knew she was home—he could smell the tempura cooking. _____

8. When it came time for the end-of-the-year talent show, everyone had teamed up with friends, except Takehito. _____

9. "When you walk forward, strike your heel first, then your toe—heel, toe, heel, toe, heel, toe." _____

10. Stalk and pounce—sometimes slow, sometimes quick, sometimes slithery, sometimes sharp. _____

Name _____

Instructions: Use a thesaurus to write a synonym and antonym for each word. Then use each synonym and antonym in a sentence on the back of the worksheet.

Synonym	Word	Antonym
	friend	
	old	
	popular	
	quick	
	trouble	

The Mongol Empire

A Reading A-Z Level X Leveled Reader

Word Count: 2,351



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The Mongol Empire



Written by David L. Dreier

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Front cover: Genghis Khan from a woodcut made in the 1800s

Back cover: A Persian manuscript from the 1300s shows the Mongol siege of Baghdad, Iraq, in 1258.

Title page: Various kinds of arrowheads that the Mongols used

The Mongol Empire
Level X Leveled Reader
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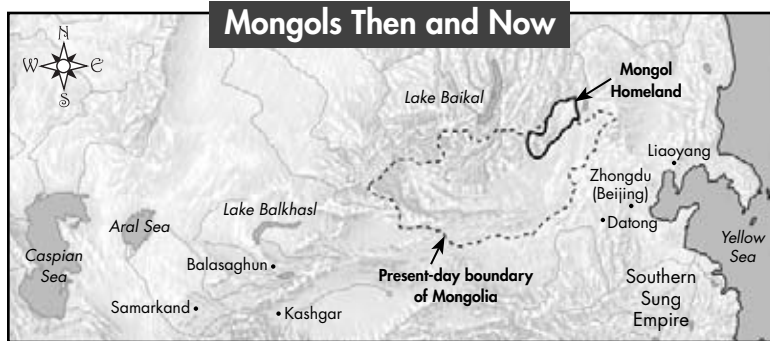


This shows what it might have looked like when the Mongols rode into battle.

Brutal Conquerors from Asia

Few episodes in history have been as astonishing as the conquests of the Mongols. During the 1200s, these horsemen from Asia established the largest land **empire** ever created.

Traditionally, the Mongols have been viewed as brutal conquerors because as they expanded their empire, their armies often leveled entire cities, massacring the people who dwelled in them. However, much of this brutality happened under the leadership of Genghis (JEHNG-gihs) Khan and his children.



Horsemen and Warriors

The Mongols were a **nomadic** people, numbering perhaps two million. They lived in felt tents called yurts on the enormous steppes, or grasslands, of eastcentral Asia, which today is called Mongolia.

The people were divided into groups called tribes with a leader called a khan. The Mongols were expert horsemen and warriors; their lives consisted of endless rounds of hunting and **feuding**. When the Mongols needed things—horses, food, or mates—they often organized raiding parties and stole them from other tribes.

Because they were not united, the Mongols posed no threat to anyone outside of Mongolia. But with their fighting skills, they had the potential to become a powerful army. All they needed was a leader to knit all the groups into one nation.

Genghis Khan

In 1162, the wife of a minor Mongol leader gave birth to a boy named Temujin. When he was nine, Temujin's father was murdered by members of another tribe. Most of Temujin's youth was spent helping his fatherless family survive in the harsh environment of the Asian steppes.



Genghis Khan in his tent

Then, he built up an army and trained it to be a disciplined war machine. Finally, he used his army to defeat every one of the Mongol tribes that would not join him.

By the time he was in his teens, Temujin was demonstrating great intelligence and leadership abilities. He was also ruthless in defeating his enemies.

In adulthood, Temujin became the khan of his tribe. As khan, he made **alliances** with other Mongol tribes.



A Chinese artist's woodcut of Genghis Khan

What Was His Title?

The leader of the Mongols is usually called Genghis Khan. However the first part of the title has long been spelled several ways, including Genghiz and Jenghis. In recent years, a number of historians have insisted that none of these spellings give the correct pronunciation of the name. They say a better spelling is Chingis or Chinngis.

The meaning of the title has also been debated. Although many scholars think the name meant "Universal Ruler," others disagree. They have suggested other meanings, such as "Invincible Prince" and "Spirit of Light."

By 1206, all the Mongols recognized their leader as Temujin. At a meeting that year, the leaders of the Mongol tribes proclaimed him Genghis Khan, which meant "Universal Ruler." In one of his first actions as ruler, Genghis issued a set of laws designed to make the Mongols stop feuding and become a unified nation.

Genghis Khan dreamed of the unified Mongols conquering other lands and taking their peoples' wealth. And so, in 1209, he led his forces toward China.



Some Mongolians still live in tent like houses, called yurts, on the Asian steppes, which are like the Great Plains of North America.

The Mongols Attack China

At the time of Genghis Khan's rise to power, China was divided into three major parts: the Xi Xia (SHEE SHEE-yuh) Empire of the west, the Jin Empire of the north, and the Sung Empire of the south.

Genghis Khan conquered Xi Xia in 1210. He then attacked Jin. In 1215, after ferocious battles that left countless Chinese dead, the Mongols entered the Jin capital, Zhongdu (present-day Beijing). They plundered it and left it a smoking ruin.

All of China except the Sung Empire was now under Mongol control. But Genghis Khan decided that the conquest of the Sung could wait. Instead, he turned his eyes toward the vast lands west of China. In a relentless pursuit of wealth, his armies would soon create **havoc** in that part of the world.

The Mongol Armies

In the following years, the Mongols defeated every army they faced. They broke into every city that tried to defend against them, conquering enormous territories. So, what made the Mongol armies so overwhelming?

It wasn't the numbers. Although the Mongol armies were big, they weren't gigantic. They usually totaled around 100,000. The maximum size of the armies has been estimated at 250,000. But for most battles, the Mongol forces were often divided, attacking widely separated enemies, which caused them to be greatly outnumbered—but they always won.

Historians believe the Mongols were unbeatable because they were the most highly trained and highly disciplined soldiers the world had seen for a thousand years. They fought in organized units that coordinated their movements with flags, drums, and other signals.



Modern Mongolians show pride in their history by re-enacting important battles.

In open combat, the Mongols fought on horseback. They wore leather armor and helmets



The Mongols were probably the first to use this kind of bow in battle.

made of leather and metal. One of their main weapons was a small, powerful bow that could fire arrows with great force and accuracy. For close combat, they used lances, battle axes, and a short curved

swords called scimitars (SIM-ih-tahrs). They also used gunpowder weapons, such as simple grenades and firelances—bamboo tubes that spewed flames and sparks.

The Mongols not only learned how to make gunpowder from the Chinese, but they also learned how to smash down the walls of cities. They hired Chinese engineers who built and operated large machines called siege engines. These devices included catapults for hurling heavy rocks and ballistas that fired huge arrows. No city was able to withstand the pounding it got from the Mongols' siege engines.

The Use of Terror

Genghis Khan always tried to make a deal with his enemies. This was his offer: Surrender and you will be spared. Resist and you will be wiped out.

A city that opened its gates to the Mongols was left unharmed. It was simply required to pay the Mongols **tribute**. Wealth was what Genghis wanted most. If he could get it without a fight, that suited him fine.

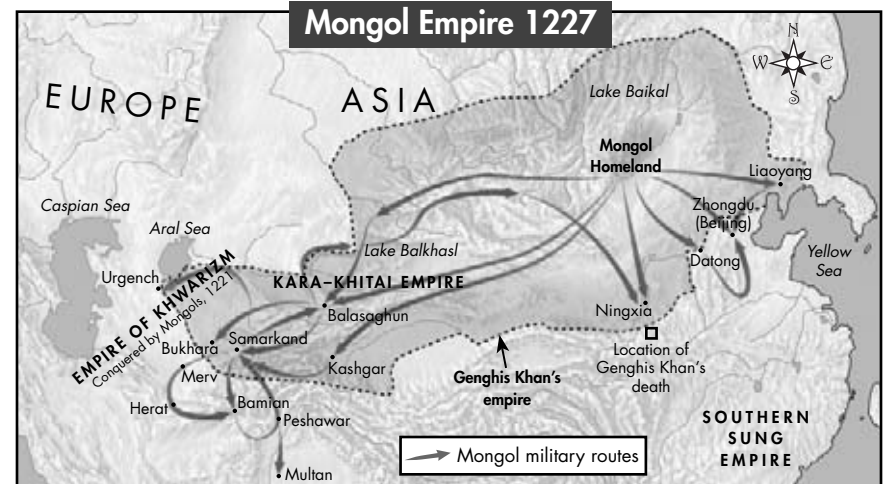
Cities that tried to hold out behind their walls, or that sent soldiers out to fight, soon regretted it.

The Mongols never failed to take a city. After they broke in, they pillaged the city and then burned it to the ground. The Mongols took captive any inhabitants they thought might be useful to them. They killed everyone else.



An older Genghis Khan in a garden

This policy created widespread terror. As a result, many cities surrendered to the Mongols at once.



Establishing an Empire

For a dozen years after the China campaign, the Mongols conquered everything in their path. Mongol armies were led not only by Genghis Khan but also by his four sons.

By 1227, when Genghis Khan turned 65, the Mongols had established an empire. It stretched from the east coast of northern China to the Persian Gulf, the western boundary of present-day Iran. That was a distance of about 5,600 kilometers (3,500 miles). Throughout that vast area, **vassal states** paid annual tribute to the Mongols.

There would be more conquests, making the empire even larger. But Genghis Khan would not take part in them. His days were coming to an end.

The Death of Genghis Khan

Genghis Khan died in the summer of 1227 while leading another attack against Xi Xia. That Chinese vassal state was being punished for refusing to supply troops for a recent Mongol campaign.

The cause of Genghis's death is uncertain. Many historians think he died from internal injuries received when he fell from a horse.



This tortoise marks a corner of the ancient Mongol capital city Karakorum.

Soldiers placed the khan's body in a felt coffin fastened with three golden straps. Then they transported it back to Mongolia. There, the great leader was buried in a secret place.

According to Mongol accounts, 800 men on horseback rode back and forth over the gravesite to obscure it. Then they, and all others who had any knowledge of the gravesite, were killed. Thus, no one would ever be able to reveal where Genghis Khan was buried.

New Leaders, New Conquests



Ogadei

Genghis Khan left his empire to his four sons. They each received a large area to rule as a khan. However, it was Genghis Khan's wish that his third son, Ogadei (oh-GAH-day-ee), be the overall ruler.

The Mongols officially gave Ogadei the title of Great Khan in 1229. Ogadei

established a Mongol capital on the steppes and built a palace with strong walls made of black stone. Ogadei called the capital Karakorum, which meant either "Black Stones" or "Black Walls."

Ogadei launched a new series of conquests. Mongol armies brought Russia and other parts of eastern Europe under their control. In 1241, they were about to invade western Europe, but then Ogadei died. The invasion was called off until a new Great Khan was chosen.



A Persian manuscript from the 1300s shows the Mongol siege of Baghdad, Iraq, in 1258.

By the time Ogadei died, his three brothers were also dead. Genghis Khan's grandsons competed bitterly for the position of Great Khan. For ten years, the Mongol world was in turmoil. Finally, in 1251, order was restored. That year, a grandson named Mongke was proclaimed Great Khan.

Mongke resumed the Mongol conquests. He sent his brother Hulegu to subdue the Middle East. In 1258, Hulegu attacked the Muslim capital of Baghdad, in what is now the country of Iraq. When the city fell, Hulegu ordered one of the most terrible slaughters ever carried out by a Mongol army. By some estimates, 800,000 people were killed.

While Hulegu's army was in the Middle East, another army was in China. Mongke was determined to finally destroy the Sung Empire, the empire Genghis never defeated.

Kublai Khan



Kublai

The leader of the attack on China was another brother of Mongke's named Kublai. The campaign was not going well, so Mongke joined the fight. But in 1259 he died suddenly.

A small assembly of Mongols then proclaimed Kublai the new Great Khan. He became known as Kublai Khan. But most Mongols never accepted him as their supreme leader. They thought he was becoming less Mongolian and more like the Chinese. The Mongol world was beginning to lose its unity.

To make matters worse, the Mongols finally suffered a defeat. In 1260, a Mongol army lost a battle in what is now the country of Israel. That ended the Mongol conquests in the west. The people of western Europe, who had feared that they would be the next victims of these terrifying invaders from Asia, were now safe.

But in the east, Kublai Khan continued the effort to conquer the Sung. And in 1264, he turned his back on the Mongolian capital, Karakorum, and settled permanently in China. He established a new Mongol capital in northern China on the site of Zhongdu, the destroyed Jin capital. He called it Khanbalik, meaning “City of the Khan.” He built an enormous palace there.

In 1279, Kublai Khan won a final victory over the Sung Empire. That year, he established a new **dynasty** to rule China, the Yuan (yoo-WAHN) Dynasty. All of China was now under Mongol rule.



Marco Polo

The famous Italian merchant and traveler Marco Polo spent seventeen years in China (1275–1292) during the reign of Kublai Khan. He marveled at the capital of Khanbalik (also spelled Cambaluc). He was especially impressed by the Great Khan’s palace. He said it was “the greatest palace that ever was.” Marco Polo traveled to Khanbalik on what was known as the Silk Road, a trade route leading from Europe to China.

Kublai Khan settled in as the ruler of China. Although he was khan of all the Mongols, he no longer had much interest in the rest of the empire. He devoted all of his time to the Yuan Dynasty. His government mostly excluded the native Chinese. All the best jobs were filled with Mongols and other foreigners.

Kublai Khan, though, still had a taste for conquest. He extended his rule over some areas south of China, but he failed to conquer the island nation of Japan. Twice he sent large fleets of ships to Japan, but both fleets were destroyed by terrible storms. Kublai gave up annexing Japan into the empire.



Kublai Khan’s Mongolian army attacks Japanese ships.

The Mongol conquests—both east and west—were finally coming to an end. The Mongol empire was now bigger than the present areas of the United States, Canada, Mexico, and Central America combined. For a while, under Mongol rule, the world was at peace.



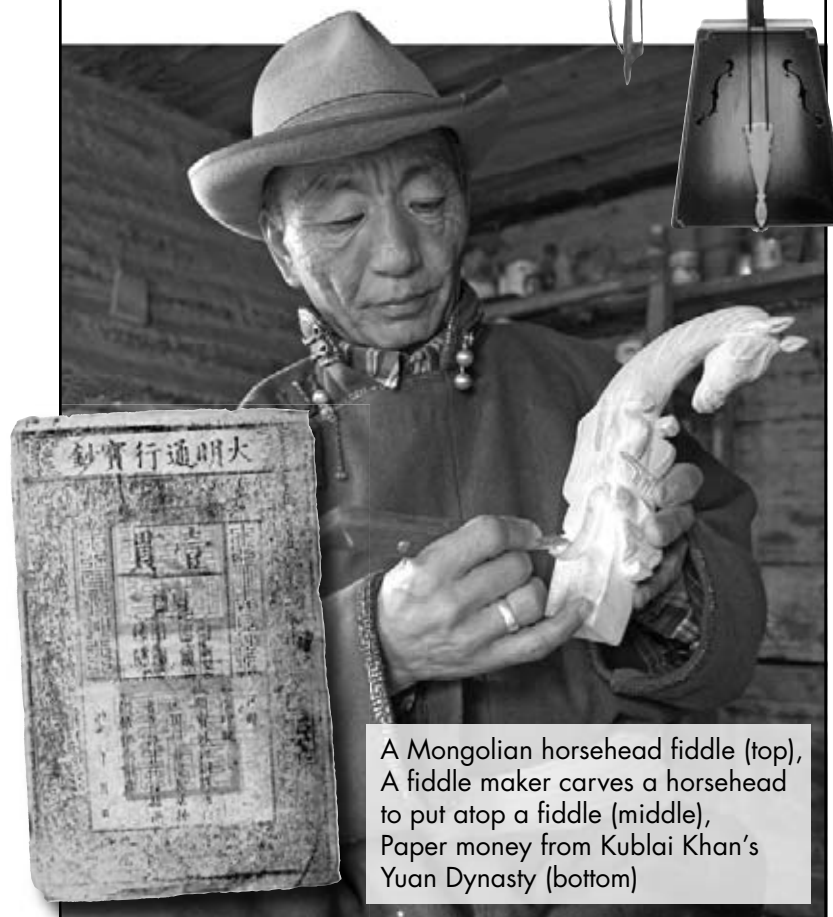
Division of the Empire

Kublai Khan died in 1294, yet even before his death the Mongol Empire had been **fragmenting**. It was simply too huge to be governed from a single location. With Kublai's death, the division became complete. The empire split into four large parts called khanates, each ruled by its own khan. There was no longer a Great Khan.

The largest khanate was the Yuan Dynasty, centered in China. The other khanates were the Il-Khanate, in Persia and what is now Iraq; the Chagatai Khanate, in central Asia; and the Kipchak Khanate in Russia, which became known as the Golden Horde. The khanates maintained relationships with one another, but they were all independent; yet one by one, they were overthrown.

Spread of Culture from East to West

As the Mongol armies traveled, so did the craftspeople that helped make up their nomadic communities. Stringed instruments, like this Mongolian horse head fiddle and paper money from Kublai Khan's Yuan Dynasty are just two of the goods that were adapted and became part of the cultures of people the Mongols conquered.



A Mongolian horsehead fiddle (top),
A fiddle maker carves a horsehead
to put atop a fiddle (middle),
Paper money from Kublai Khan's
Yuan Dynasty (bottom)

The End of Mongol Rule

With their fighting days over, the Mongols ceased to be hardened warriors. They became corrupt and weak. The people they ruled, sensing that weakness, revolted against them.

In 1335 the Il-Khanate in Persia became the first Mongol khanate to be overthrown. The Yuan Dynasty was next. A rebel leader named Chu Yuan-Chang led a successful revolution against the Mongols. In 1368, he established a new Chinese ruling family, the Ming Dynasty.

The last **bastion** of Mongol power was the Golden Horde. A Russian prince, Ivan III, finally overthrew it in 1480. With the end of the Golden Horde, the Mongols were defeated.

In 2006 the Mongolian president, N. Enkhbayar, unveils a statue of Genghis Khan as part of a festival to bring tourism to Mongolia.



This masoleum contains artifacts from the reign of Genghis Khan, whose burial site remains unknown.

The Influence of the Mongols

The Mongolian people remember the Mongol Empire with pride. They especially honor the memory of Genghis Khan, who is a national hero.

Most other people in the world look back with horror on the period of the Mongol invasions. It was a time of unbelievable bloodshed and destruction. Historians estimate the number of people killed by the Mongols ranges from 60 million to 150 million.

Some historians claim that such numbers are ridiculous. They say the Mongols couldn't possibly have killed that many people, and perhaps they're right. Even World War II, the largest war ever fought, didn't cause that many deaths. We will never know what the true number was, as detailed records were not kept, but the number was well into the millions.

Seeking Genghis's Burial Place

During the 2000s, **archaeologists** have been searching for the burial place of Genghis Khan. In 2001 and 2004, groups of archaeologists announced that they had made important finds of Mongolian ruins and tombs. But as of 2006, the remains of Genghis Khan had still not been located.

Some historians also argue that the Mongol Empire brought benefits to the world. They point out that the empire, once established, brought peace across Asia and the Middle East. Indeed, this period in history is called the Mongol Peace.

The Mongol Peace made it possible for travelers to cross all of Asia and the Middle East in safety. The Mongols encouraged trade, helping people not only in Europe but also in **isolated** areas to learn more about one another. According to at least one historian, the Mongol Peace actually set the stage for the Renaissance, the rebirth of culture and learning that began in Italy in the 1300s.

So, should the world be thankful for the Mongol invasions? One can guess what the victims of Genghis Khan's Mongols would have thought about that question.

Glossary

alliances (<i>n.</i>)	close associations between countries or other groups who work together (p. 6)
archaeologists (<i>n.</i>)	people who study prehistoric cultures (p. 23)
bastion (<i>n.</i>)	a stronghold; a well-protected place (p. 20)
dynasty (<i>n.</i>)	a sequence of rulers in a country from the same family (p. 17)
empire (<i>n.</i>)	a collection of nations or people ruled by one person who has total authority (p. 4)
feuding (<i>v.</i>)	fighting between two groups (p. 5)
fragmenting (<i>v.</i>)	breaking into smaller pieces (p. 19)
havoc (<i>n.</i>)	destruction; chaos; disorder (p. 8)
isolated (<i>adj.</i>)	far away from other people or things (p. 23)
nomadic (<i>adj.</i>)	moving from place to place without a permanent home (p. 5)
tribute (<i>n.</i>)	an act or statement that shows gratitude or respect (p. 11)
vassal states (<i>n.</i>)	governments that are politically or militarily controlled by another even though they rule their own people (p. 12)

Name _____

Instructions: In the first row, write what you already know about Genghis Khan and the Mongol Empire. In the second row, write what you would like to learn about the leader and his troops. After you finish reading, fill in the third row with information you learned from reading the book and the fourth row with what you still want to know.

K: What I Know
W: What I Want to Know
L: What I Learned
S: What I Still Want to Know

Name _____

Instructions: Authors generally write a book for a purpose—to inform, to entertain, and/or to persuade. As you read, think about the author’s purpose, then check the box(es) that apply. Write examples from the text to support your thinking in the *Evidence* column.

☐ To Inform	Evidence:
☐ To Entertain	Evidence:
☐ To Entertain	Evidence:

Name _____

Instructions: Choose a synonym for each word from the box. Put a check mark in the thesaurus box across from each word after you check your answers in a thesaurus.

enclosed	yearly	coordinated	merciless
infinite	unmerciful	immense	exact
combined	prepared	colossal	extraordinary

Word	Synonym	Thesaurus
astonishing		
brutal		
enormous		
endless		
disciplined		
ruthless		
unified		
organized		
accurate		
annual		
vast		
internal		

Name _____

Instructions: Read the sentences below. Circle all the adjectives and underline the nouns or pronouns that they describe.

1. Much of this brutality happened under the leadership of Genghis Khan.
2. Their lives consisted of endless rounds of hunting and feuding.
3. The Mongols were expert horsemen and warriors.
4. His youth was spent helping his fatherless family survive in the harsh environment of the Asian steppes.
5. At the time of Genghis Khan's rise to power, China was divided into three major parts.
6. After ferocious battles that left countless dead, the Mongols entered the Jin capital, Zhongdu.
7. In the following years, the Mongols defeated every army they faced.
8. Although the Mongol armies were big, they weren't gigantic.
9. The Mongol forces were often divided, attacking widely separated enemies.
10. One of their main weapons was a small, powerful bow that could fire arrows with great force and accuracy.
11. This policy created widespread terror.
12. Throughout that vast area, vassal states paid annual tribute to the Mongols.



The Algonquins

A Reading A-Z Level X Leveled Reader

Word Count: 2,539

The Algonquins



 **Reading a-z**

Written by
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Illustrated by
John Kastner

The Algonquins



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The Clearing of the Forest

It was the Moon of the Falling Leaves in the year that white people called 1835. Here in western Quebec, one could feel the approach of winter. With the setting of the sun, the air grew cold. It would not be long before the first snow arrived.

Along the Ottawa River, the Algonquin people were making preparations for the winter. Soon they would leave their villages. For several months, they would live in small bands and try to survive the harsh winter in eastern Canada. But the time to depart had not yet come. The Ottawa River Valley was still painted with the bright colors of autumn.

The valley was beautiful, but not as beautiful as it had been. Large sections of forest were disappearing. In one part of the valley on this autumn evening, a group of loggers were heading back to their camp. Behind them lay trees that had fallen that day to their axes and saws.

On the other side of the river, the several dozen birchbark **wigwams** of an Algonquin village huddled close together. Two figures stood by the edge of the village, gazing silently at the far side of the river. They wrapped blankets around themselves to ward off the cold. The taller figure

was an old man named Eagle Feather. The other was his great-grandson, Sagastao.

At length, the old man spoke. "How can people need so many trees?" he asked. "No matter how many they cut down, it's never enough. I remember when this valley had more trees than you could count in your lifetime."

The boy made no reply. Who could say why anyone would need so many trees?

"Come," said Eagle Feather, "let's go back to the fire. And I will tell you about our people when the valley and the forest belonged to us alone."



Long, Long Ago

Eagle Feather and Sagastao sat on logs next to a small fire in the center of the village. The boy threw some dry branches on the fire, and the fire blazed with new life.

The flames revealed the long, gray strands of Eagle Feather's hair and the deep lines in his face.

Sagastao sat quietly, waiting for his great-grandfather to speak. All the daylight was now gone from the sky. The stars sparkled brightly.

Eagle Feather took a deep breath. Then he spoke. "I have seen eighty winters," he said. "So I can tell you many things that I have seen myself. But the beginnings of our people were long before I was born, as was our first meeting with the white men. I will tell you both what I have seen and what I have been told."

Creation Myths

Throughout history, people have told myths to explain where they and other human beings came from. These myths often include a creator or more than one creator, like the Algonquin's Glooskap and Malsum, whose actions make the world. Creation myths often reflect the beliefs of a cultural group and highlight important moral lessons for its people.



Sagastao waited quietly for Eagle Feather to begin his story. The old man stared into the fire.

"All the people of the world came from Great Mother Earth," Eagle Feather said at last. "This was long, long ago. Great Mother Earth had two sons. One of the sons, Glooskap, was good, wise, and creative. The other, Malsum, was evil, selfish, and destructive.

"When Great Mother Earth died, Glooskap used parts of her body to create human beings and useful plants and animals. Malsum used other parts of her body to make poisonous plants and snakes.

"The humans created by Glooskap populated all the world. Our people and the other native peoples were given this part of the world to live in."

The Algonquin Way of Life

Eagle Feather leaned toward the fire.

"When I was a boy," he related, "the elders said that our people had originally lived far to the east. They came here in about the year that the white men call 1400. They were probably forced out of their homeland by the Iroquois."

Sagastao smiled at hearing this traditional name for their long time enemies. It meant *Rattlesnakes*. The French traders had adopted the name and added a French ending, making it *Iroquois*. It was a group name that included the hated Mohawks and several other tribes.

"Great-grandfather," said Sagastao, "did our people develop the life we know here in the valley, or did they just bring the old ways with them?"

"Who can say? They probably continued some of the old ways and invented new ones. Every place is different and requires some new ways. But the way of life that you know is very old.

For a long time, the old man talked, relating the ways of the Algonquins. Sagastao knew all these things. But he also knew that his people's way of life was threatened. There was no end to the white men who were coming to the valley. The boy

realized that his grandfather wanted him to memorize every bit of Algonquin life. If their way of life disappeared, at least it would live on in memory.

There were so many things to remember about the way they lived, the way they dressed, and the way they celebrated, Sagastao thought. This village had once been home to three hundred people. Now there were scarcely more than a hundred. Could there really come a time when this would all be gone?



Constructing a Birchbark Canoe

A birchbark canoe was built by first making a wood frame and staking it to the ground. The frame was used to hold pieces of the canoe together as construction progressed. The builders formed the upper edges and ribs of the canoe with pieces of wood that had been softened with steam. Once the skeleton of the canoe was completed, the women of the village applied strips of birchbark—bark from birch trees—to the outside of it. They stitched the pieces of bark together and sealed all the edges with sticky sap from pine trees. Birchbark canoes were easily damaged and were repaired frequently.

Sagastao looked around him as his great-grandfather continued to relate the ways of the Algonquins. He admired the birchbark and animal-skin wigwams that had been constructed with such care. He looked with pride at the birchbark canoes down at the water's edge. Their people had long been famed for the quality of their canoes.

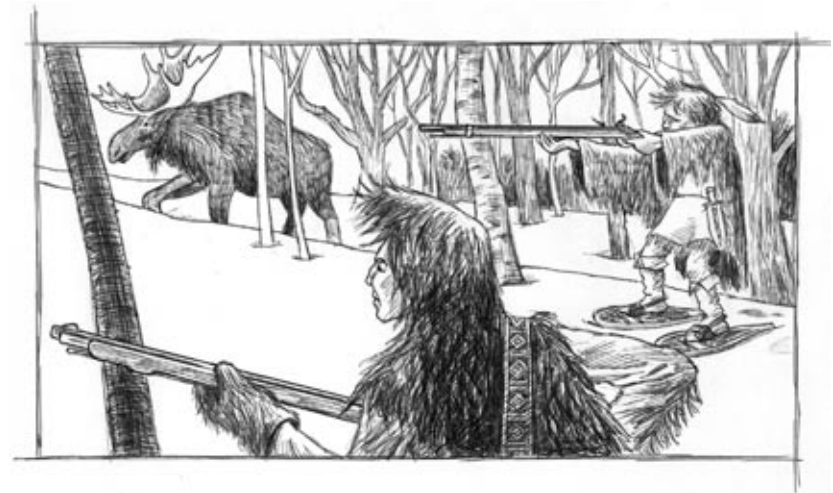
Sagastao put his hand beneath his blanket and felt the softness of his deerskin clothing. For all the ten years of his life, his mother had taken good care of him. When she wasn't out hunting for nuts and berries, she often washed deerskins brought back by the men of the family. With the skins, she fashioned clothing and moccasins.

Once when he was sick, his mother had dressed him in clothes of pure white deerskin. The village shaman said white deerskin would chase away the evil spirits that were making him ill. Indeed, he soon got well.

The shaman was an important man. The Algonquins believed that he healed them when they were sick and that he communicated with the



spirit world. The highest being of the spirit world was the Great Spirit, who looked over them and controlled the elements. But the Earth, they believed, was also filled with many lesser spirits. Some were good, others evil.



Sagastao pulled his blanket tightly around him. Even with the fire, he felt cold. He thought ahead to the winter months. In his mind, he could see the men putting on snowshoes to go hunting for deer and moose, or cutting holes in the ice on the river to spear fish.

There was food to be had in the winter, but life was hard. The winters in Quebec were long and very cold. People sometimes couldn't find enough to eat, and they starved to death. Sagastao hoped that the coming winter would not bring too much hardship.

The boy's mind was wandering. He realized that he had missed some of his great-grandfather's words. But now he paid attention. His great-grandfather was talking about war with the Iroquois.

A Bitter Struggle

Smoke wreathed about Eagle Feather's head as he related his people's long war with the Iroquois.

"This was before the coming of the white men, in the time they called the 1500s," he said. "At that time, some tribes of Iroquo were living near here along the Big River."

"The Saint Lawrence," Sagastao said.

Eagle Feather nodded. He didn't like calling things by the names the white men had given them. "The Iroquo clashed often with our people. They were strong, but we were stronger. Our brave warriors defeated them in many fights."



Eagle Feather told of how the Algonquins subdued their longtime enemies and cleared them from the area, and of how they forced the defeated Iroquois to pay annual **tribute** of furs and other valuable items.

"It was a good time to be an Algonquin," said Eagle Feather with a smile. "The people were very proud."

"But then, everything changed," Eagle Feather said, his smile vanishing. "The Iroquo formed a mighty **federation**."

Sagastao had heard this story many times around tribal fires, and it always gave him a pain in his heart. How the Mohawks and several other Rattlesnake tribes joined together to become the strongest nation in the northlands, so strong that the Algonquins could no longer stand up to them.

After the founding of the federation, the Mohawks were even more feared and hated. The Algonquins were afraid to take their canoes onto the Saint Lawrence River, which became a Mohawk **stronghold**. The Algonquins had gone from triumph to humiliation. But they vowed to restore their former power. Beginning in 1603, they saw their opportunity.

The Coming of the French

Sagastao tossed a few more branches onto the fire. The flames leapt higher and gave off some welcome heat. Eagle Feather had fallen silent for a few moments.

“You said 1603, Great-grandfather?” Sometimes Sagastao had to prompt the old man into getting on with a story.

Eagle Feather resumed: “Yes, 1603, as the whites called it. Everything began to change that year. It was when our people met the first Frenchmen. They established a settlement on the Big River to trade for furs.”

A Confusion of Names

The French began applying the name “Algonquin” to the people of the Ottawa River Valley in the early 1600s. The origin of the name is uncertain. The Algonquins called themselves the Anishnabek, which means “Original People.”

The name Algonquin—pronounced al-GAHN-kin or al-GAHN-KWIN (and also spelled Algonkin)—causes much confusion. **Anthropologists** call the Algonquin language and dozens of other related Native American languages “Algonquian” (al-GAHN-kee-uhn or al-GAGN-kwee-uhn). Many people think Algonquin and Algonquian mean the same thing and that the Algonquins lived throughout much of North America. But that is not so. Algonquins lived mostly in eastern Canada in the Ottawa River Valley.



The leader of that group, Eagle Feather related, was the famous explorer and fur trader Samuel de Champlain (sham-PLANE). Champlain was impressed with the animal furs that the Algonquins brought to trade for steel knives, hatchets, and other valued goods. Furs were in great demand in Europe for the making of hats and coats.

In 1608, Champlain moved his trading post farther up the Saint Lawrence River. That made it easier for the Algonquins to get to his post without being attacked by the Mohawks. Champlain wanted the Algonquins to be his friends and the **allies** of France. The Algonquins were willing, but they wanted something in return: help in their ongoing war with the “Mohawk Rattlesnakes.” Champlain agreed to assist them. In 1609, he and several other Frenchmen joined an Algonquin attack on the Mohawks. The French firearms shattered the Mohawk ranks and killed two chiefs.

A Time of Troubles

Things were once again looking more hopeful for the Algonquins. With their new weapons, including an increasing number of guns, the Algonquins had the Mohawks on the run. They and an allied tribe controlled the fur trade on the Saint Lawrence River for the next twenty years.

“The coming of the French was a great benefit to us,” said Eagle Feather, as he stared at the fire’s embers as if to coax more warmth from the burning wood.

“Yes, a great benefit,” Eagle Feather said, picking up the thread of his story. “But only for a while. Because the Iroquo found another source of steel weapons and guns. They got them from Dutch traders.

“This was the beginning of a very bad time for our people. The French tried to limit the number of guns they traded to our people, but the Dutch gave the Iroquo as many **muskets** as they wanted.”

Eagle Feather told of the misfortunes that followed—how the Mohawks pushed the Algonquins out of the Saint Lawrence River area, this time for good; how the Mohawks destroyed the Algonquin’s most faithful allies, the Hurons; and how the French, determined to protect their



fur trade, signed **treaties** with the Iroquois federation.

Adding to all these troubles were epidemics of disease transmitted to the native peoples by the European settlers. Beginning in 1634, smallpox, measles, and other illnesses **ravaged** many tribes. Within ten years, the Algonquin population, which had once numbered at least 6,000, was reduced to about 1,000.

“We were never again a great power,” said Eagle Feather.

Allied With the British

The fire was dying down. Sagastao threw more branches onto the flames, and once more he could feel a surge of welcome warmth. It was now late at night, and the cold was deepening. Across the river, the logging camp was dark and silent. From far away in the forest came the howl of a wolf.

Sagastao turned to Eagle Feather. “Are we now getting to the things you’ve seen with your own eyes, Great-Grandfather?”

Eagle Feather nodded as his thoughts turned to the events of the late 1700s.

“I was born in the year that the white men call 1755. It was a time when the French were fighting the British to see who would rule Canada.

The French and Indian War

From the late 1600s to the mid-1700s, the British and French fought four wars for the control of North America. The wars began as a fight to control the fur trade. But they developed into a struggle for possession of vast stretches of territory. During each war, both sides used Native American allies. The last and biggest of the conflicts was the French and Indian War (1754–1763). The war ended in defeat for the French. France was forced to give Great Britain much of its land in North America, including almost all of Canada.



“The French and the British used many native warriors in their fights. The tribes had to choose one side or the other or stay out of the fight. The French had been unreliable allies. So we signed a treaty with the British agreeing not to make war against them.

“Later, in the big war that the British fought against their own kind—the Revolutionary War—we fought on their side. I was in a battle in the Mohawk Valley. I got shot in the leg by a musket ball.”

Eagle Feather rubbed the thigh of his right leg as he thought about receiving that wound, now so long ago.

Losing the Land

"We were good friends to the British," Eagle Feather said. "Some years after the Revolutionary War, the British went to war with the American nation. It was called the War of 1812. Again in that war, we were British allies. By then, I was beyond my warrior days, but many of our braves fought alongside the British soldiers."

A note of bitterness came into the old man's voice. "We thought we would be rewarded for our help to the British, and they said we would be. They promised that we would keep all of our lands. But for years now, settlers have been taking our land and pushing us into smaller areas."

Eagle Feather gestured toward the river. "Now we have all these men coming here and cutting down the trees. Well, you can see what lies ahead for our people."

"Maybe things will get better," Sagastao said, without much **conviction**.

He considered all his great-grandfather had said as he looked across the river at the logging camp, the cold seeping deeply into his bones despite the flames of the fire.



The old man rose from the log. "Come," he said. "It's time for you to sleep."

Sagastao rose to his feet. He and Eagle Feather walked together to the warmth of the wigwam.

Afterword

Beginning in 1850, the British government began establishing **reserves** for the Native Americans in Canada. Ten reserves were created for the Algonquins, but the total land area was just a tiny fraction of the Algonquins' **ancestral** lands.



Children from Kitcisakak, Quebec, live on land once inhabited by their ancestors.

The reserve system was maintained by the Canadian government after 1931, the year in which Canada became independent of Great Britain. The tribes in the reserves are known as First Nations.

Each Algonquin reserve is considered Algonquin land and is under tribal control. About 8,000 Algonquins live in Canada today. Many live in the reserves and maintain their tribal traditions. But some choose not to live in the reserves. All Native Americans in Canada are Canadian citizens and can live wherever they want.

Wherever they choose to make their home, the Algonquin people now all live in modern houses and apartments and get their food at stores. The old ways are for ceremonies and other special occasions.

Glossary

allies (<i>n.</i>)	people or groups that join with others for a common cause (p.16)
ancestral (<i>adj.</i>)	having to do with relatives from long ago, before grandparents (p. 23)
anthropologists (<i>n.</i>)	people who study human societies around the world (p. 15)
conviction (<i>n.</i>)	a strong belief or opinion (p. 21)
federation (<i>n.</i>)	a large political group made up of smaller groups united by a common goal (p. 14)
muskets (<i>n.</i>)	long-barreled shoulder guns used long ago (p. 17)
ravaged (<i>v.</i>)	to have destroyed (p. 18)
reserves (<i>n.</i>)	lands set aside in Canada for First Nations, or Native American people (p. 23)
stronghold (<i>n.</i>)	a well-protected place (p. 14)
treaties (<i>n.</i>)	formal agreements of peace or friendship between two nations or groups (p. 18)
tribute (<i>n.</i>)	an act or statement that shows gratitude or respect (p. 14)
wigwam (<i>n.</i>)	a dome-shaped hut traditionally made by some Native Americans from animal skins or sheets of bark laid over a pole frame (p. 4)

Reading a-z

[illegible]

Name _____

Instructions: Use the list of prepositions below to create your own prepositional phrases using the prompts provided. Write each sentence containing a prepositional phrase on the lines.

about	above	across	after	along	among	around	at
behind	below	beneath	beside	between	by	during	in
of	on	out	through	under	upon	with	without

1. Eagle Feather and Sagastao _____

2. The Algonquin people _____

3. Birchbark canoes _____

4. The hardships of winter _____

5. The arrival of white men _____

6. Disease epidemics _____



Name _____

Instructions: Use a dictionary or a website approved by your teacher to investigate the origin of the names of the states below. Write information found on the line next to each state.

1. Alabama _____

2. Colorado _____

3. Connecticut _____

4. Florida _____

5. Illinois _____

6. Iowa _____

7. Kentucky _____

8. Massachusetts _____

9. Minnesota _____

10. Tennessee _____

